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PARISHAD vs. PRIVATE SCHOOLS: A COMPARATIVE ANALYSIS

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**STATE INSTITUTE OF EDUCATION MANAGEMENT
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PREFACE

This study was conducted by the Giri Institute of Development Studies, Lucknow on behalf of the State Institute of Educational Management and Training, Allahabad under the Uttar Pradesh Basic Education Project.

Education as is well known, plays a vital role in the process of development since it helps in raising the productive capacity of individuals. Primary education in particular assumes an even more significant role since it not only makes people literate but provides the very foundation with the help of which an individual can acquire higher education. It is for this reasons that the government has been striving to achieve Universalisation of Elementary Education in the country.

The study aims at conducting a comparative analysis of the primary schools being run by the Basic Shiksha Parishad and the Private schools so as to find out the relative advantages of each school and offer suggestions which could assist in improving the conditions of the Parishad schools.

For the purpose of our study we selected the districts of Gorakhpur and Saharanpur. Both are districts among the 12 which have been taken up under the Uttar Pradesh Basic Education Project. From each district we selected three blocks and two Parishad and two Private schools from each block. We then selected 10 parents from each school to analyse their views about the school where their children are enrolled. Our study therefore covers a total of 12 Parishad and 12 Private schools and 240 parents.

The study could be possible because of the co-operation we received from various persons and agencies and so we wish to record our gratitude towards them. First of all the study could not have been possible without the financial support received from SIEMAT. We would like to express our thanks to the Director and her staff for their wholehearted support to us. We would like to express our thanks to mention that we benefited as a result of the meaningful discussions that we had with Mrs. Najma Sinha while she paid a visit to the Institute to discuss the various aspects of the study. Mr. Sanjay Sinha, Assistant Director, UPBEP, Lucknow was very helpful in providing

whatever information he had about our selected districts and giving the necessary instructions to the respective BSA's of the two districts to extend their co-operation to us. We were lucky to find a very co-operative staff and survey work conducted by us was facilitated as a result of the full co-operation we received in each district from the Principal of DIET, Assistant Director, Basic Shiksha, BSA and the ABSA's.

The field study was made possible because of the dedicated project staff which included Shri S.K. Trivedi, Shri B.S. Koranga, Shri K.S. Deoli and Shri M.M.K. Gupta. They also very efficiently handled the coding and tabulation of the data. And finally we wish to thank Shri N.B. Bhatt for having handled the word processing of the report efficiently.

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CHAPTER I

SIGNIFICANCE AND ACHIEVEMENTS IN PRIMARY EDUCATION

Introduction

In order to lay a proper foundation for the overall social and economic development of any region education plays a pivotal role and primary education stands out as the most significant aspect of education because of its contribution in improving the production capacity of the society as well as its various institutions whether political, economic or scientific has been proved beyond doubt. It also helps in reducing poverty by increasing the value and efficiency of labour which is offered by the poorer sections of society. Education assumes an even more significant role when traditional economics get transformed into modern ones through the adoption of advanced technologies and modern means of production. This is so because if the labour force is educated it has a much greater degree of intellectual flexibility, consequently the new technologies can be adopted by the labour force with much greater ease.

The significance of primary education is two fold. In the first place primary education makes people literate and

secondly, primary education serves as the very foundation on the basis of which an individual can acquire higher education. It is as a result of this paramount role of primary education that it is accepted world-wide that every child must have access to primary education. Not only is it necessary that every child in the school going age group must have easy access to school, but what is equally, if not more, important is the fact that these schools must impart proper education if an effective base for human capital development is to be achieved.

As far as the developing countries are concerned it is seen that many have achieved universal primary enrolment as a result of their efforts over the past three decades. However many countries are still far away from achieving this goal. In some cases it is so since the rate of growth of population is higher than the rate at which primary education is being made available. These are the countries which will have to strive hard over the next 10-15 years to reduce illiteracy and achieve the goal of universalisation of primary education. While providing for primary education these countries will have to ensure both quantitative and qualitative aspects of primary education. If a proper base of primary education is established it will go a long way in bringing about economic development; increase the earnings of the labour force; and improve the levels of productivity. Besides these economic gains the social aspects where improvements will be evident will be in reduced fertility and improved child health and

nutrition. Moreover education will also influence the way of thinking and lead to attitudinal modernity as well.

While ensuring access to school and proper education in the primary schools another aspect which will have to be given equal importance is that of retention. In many of the developing countries it is observed that despite high gross enrolment rates only around 60-70 per cent of the children who get enrolled in class I complete class V. This is the primary reason why illiteracy continues to plague these countries.

However, the success of the scheme related to the universalisation of primary education depends, to a considerable extent on the political will of the government, social pressures on education, the conception of parents regarding the significance of the education of their children especially those belonging to the lower income groups, the general economic and social conditions etc. These may be termed as the external factors. The second set of factors, are those internal to the educational process. These include aspects such as the structure of the existing educational system and its history, the pattern of expenditure on education, the existing supply and distribution of educational resources and the attitude of people working in the educational institutions.

"Changing systems as large and complex as primary education systems requires a long time and a significant

amount of resources. High levels of national political commitment and sustained funding from national, and often international, sources are necessary. Commitment deepens with success, and success hinges on the programmes ability to meet local needs and adopt to local conditions. To achieve this level of commitment, senior officials and political figures, teachers, principals, community leaders, and school support staff must help design and implement the reforms."*

The World Bank has long acknowledged the vital relationship between education and economic development and the central importance of primary education for both. Since 1963, the Bank has been assisting developing countries in expanding and improving their educational system. Initially the assistance was mainly aimed at funding projects related to higher education. Since the 1990's however, the World Bank has changed its focus to primary education so as to help countries face upto the challenges facing educational development and the need to build sustainable, good quality systems of primary education. As a result of the change in the policy of the World Bank considerable resources has been pumped into the developing countries with the aim of improving the educational infrastructure, to bring about qualitative changes in the teaching methods and an overall

* Improving Primary Education in developing Countries, M.E. Lockheed & A.M. Verospoor, A World Bank Publication, p.232.

improvement in the basic minimum facilities of primary education. India too is one of the beneficiaries under this scheme of assistance.

Educational Policy in India - A Historical Perspective

In the preceding paragraphs we have tried to focus our attention on the significance of primary education in the development of an individual as well as the society as a whole. We will now briefly try to see how the educational policy developed in India over the ages.

During ancient period the economic policy was very different as compared to what we find it during the modern period. Education was imparted in 'Ashrams' which were run by learned scholars and in the system of education there was no state intervention. The primary aim of education was broad based. Primary or lower secondary as well as higher secondary education was imparted in 'Ashrams' or 'Gurukulas' and Sanskrit was the medium of instruction. However, the process of selection was highly selective and so everyone did not have access to these 'Ashrams' or 'Gurukulas'. The prominent example which immediately comes to mind is that Guru Dronacharya refused to accept Ekalavya as his disciple and to teach him archery.

During the Buddhist period the educational institutions opened their gates to all irrespective of caste or country.

Pali was the medium of instruction and this period saw institutions like Nalanda and Vikramshila emerge as world famous educational institutions.

The Jain monks, on the other hand, did not take a very active part in imparting education despite the fact that many of them were great scholars and philosophers.

Even during the Medieval period education was held in high esteem and primary education was imparted to children in the 'Makhtabs'. The curriculum followed a set pattern dominated by the study of Koran.

The British neglected education upto 1792. After that some thoughts were given towards education. Finally in 1835 Lord Macaulay formulated the British Policy of Education and it remained in force for over a century. In fact even the present education policy of India is largely influenced by it. On gaining independence we, therefore, inherited the educational policy and the educational system that was prevalent during the British period.

Even after we gained independence no one was sure of what our National Policy on Education was till as late as 1968. The first National Policy on Education (1968) included aspects such as free and compulsory primary education, payment of reasonable emoluments to the teachers, the three language formula, common textbooks for the whole country, protecting the rights of the minorities and the 10+2+3 structure of education etc. However, a major portion of this

policy could not be implemented because of lack of will power on the part of the government, paucity of financial resources and lack of initiative among those who were to implement these schemes. As a result unsuccessful efforts were made for about a decade to implement the educational policy. Finally, with the fall of the Congress government in 1977 the first National Policy on Education came to a halt.

In 1979 the Janta Government formulated its own educational policy in which the educational system was to be reorganised and elementary education to be made free and compulsory and aim at the development of the personality and character. Provision of mid-day meal, free text books, stationery and uniform were to be made along with efforts to develop a common school system. However the Janta Government did not last long enough and consequently the policy could not bear fruits as the government fell in 1980.

From 1980 to 1984 the First National Policy on education reappeared once again with the Congress party returning to power. But there was a slow progress in the field of education. In 1985 the need was felt to charge the education policy and in 1986 the Government of India came out with two documents. The National Policy on Education and Programme of Action. It was for the first time that the government chalked out a programme of action. The education talked of pace setting schools known as Navodaya Vidyalayas where talented and bright children would receive education. Stress

was also laid on the on job training and education of teachers and this was to be achieved through the Academic Staff Colleges. For the first time a 10+2+3 pattern of education was made compulsory all over the country. In order to refresh the knowledge of teachers employed in elementary schools the provision was made to establish District Institutes of Education and Training (DIET). The policy laid stress on the greater role of the Central Government in education. Since the Congress Party had an overwhelming majority in Parliament the National Policy on Education 1986 was easily passed. However, some people were opposed to this education policy and felt that it was anti-people.

The National Front Government appointed a Committee, headed by Acharya Ram Murti, in 1990 to review the National Policy on Education 1986. The Committee released a paper in September 1990 wherein it was pointed out that the outlay for primary education needs to be hiked significantly. It stressed on the need to have a common school system within a period of ten years in order to have a comparable quality of education all over. The Committee also stressed on the need for special allocations for the improvement of the school system in backward areas such as slums, tribal areas, hilly tracts, desert and marshy areas etc.

This, in very brief, is how our education policy evolved over the years. In order to have an idea of the way developments in our education policy took from the British period onwards we are presenting the information in Table I.1.

Table I.1 : Evolution of Education Policy in India

Year	Policy	Objective
1781	First Educational Minute of Governor General, Lord Warren Hastings	To promote growth and promotion of liberal education in India first of the college (Madrassa) established in Calcutta.
1813	Carter Act	Foundation of English Educational system in India. Called for encouragement of learning by "natives of India", revival and improvement of literature; promotion of knowledge of sciences in India.
1823	Memorial of Rajaram Mohan Roy to the Governor General	Pleaded for more liberal system of education with special attention to science subjects.
1835	Minute of Lord Macaulay	Recommended teaching of English in place of oriental learning; specifically advised that the Indians should be given "what was good for their health and not what was palatable to their taste", also recommended condification of Hindu & Muslim laws; the British East India Company adopted a resolution accepting the recommendation of Lord Macaulay; this was the first educational declaration; promotion of western arts and sciences was treated as avowed objective of the new policy.
1854	Wood's Despatch	Considered as Magna Carta of english education in India; stressed the importance of women's education; called for an articulated scheme of education from primary to University level; laid stress on voluntary religious and moral instruction in government schools; stressed the training of teachers; recommended establishment of universities and expansion of mass education and vocational education; as a result of this Universities of Madras, Bombay and Calcutta came to be established.

1882-83	First Education Commission during the time of Lord Rippon (Also known as Hunter Commission)	Investigated into the educational developments since 1854, i.e., the year of Wood's despatch and recommended expansion of education, particularly elementary education and female education.
1902	Indian Universities Commission appointed by Lord Curzon - Raleigh Commission	Investigated into the status of universities established till then, courses of studies and methods of examination; proposals for new universities made; scholarships and hostel facilities for students also recommended.
1910	Gokhale's Resolution on Primary Education in Imperial Legislative Council	Recommended free and compulsory elementary education throughout the country (Bill was defeated).
1913	Govt. of India Resolution on Education Policy	Envisaged expansion of educational institutions in all sectors; improvement in the scope of education; training of teachers; examination reforms; revision of curriculum; value of education; residential facilities for students, etc.
1929	HARTOG Committee	Reported on the quality and status of teachers; condemned hasty expansion of educational institutions; recommended consolidation and improvement.
1935	Govt. of India Act	Educational activities were categorised into federal and provincial subjects.
1937	Wardha Education Committee	Involvement of the child in the learning process; choice of a craft as a socially productive activity; correlation between students and crafts; correlation between physical and social environment, etc. recommended; mother tongue as medium of instruction and adult education recommended.

1948- 49	Indian Education Commission under the Chairmanship of Dr. Radhakrishnan	Advised expansion and improvement in university education to support the then existing and future requirements of the country; recommended professional education particularly in the field of agriculture, engineering, technology and law.
1952- 53	Secondary Education Commission under Dr.A.L. Mudhaliar	Strengthening the secondary system of education including vocationalization recommended.
1958- 59	Durgabhai Deshmukh Committee on Women's Education	Emphasised special education facilities for adult and rural women.
1964- 66	Education Commission (Kothari Commission)	Recommended a national policy; made comprehensive recommendations on educational reconstruction in all states and sectors; this led to the National education Policy of 1968; recommendations included uniform educational structure of 10+2+3, common school system, universalisation of elementary education, vocationalisation of education, etc.
1986	National Policy on	Recommended establishment of a national system of education; emphasised universalisation of elementary education, vocationalisation of secondary education, streamlining higher and technical education, apart from establishment of open educational system and delinking of jobs from degrees etc. for the first time, Human Resource Development emphasised.

Source : Young Indian, Human Resource Development, Need for New Approach to Education, Vol.8, No.6, September 13, 1997, pp.15-16.

The revised Programme of Action 1992 of the National Policy on Education aims at ensuring free and compulsory education of satisfactory quality to all children upto 14 years before we enter the 21st century. A special thrust and a fresh initiative at achieving universalisation of elementary education has been the District Primary Education Programme (DPWP). This programme takes a holistic view of primary education development and aims at operationalising the strategy of universal elementary education by laying emphasis on decentralised management, participatory process, empowerment and capacity building at all levels. The programme aims at providing access to primary education for all children, to reduce drop-out rates to below 10 per cent and increase the learning achievements by 25 per cent. Moreover it also aims to reduce the gender and social gap to less than 5 per cent. The programme is structured to provide additional inputs over and above the Centre/State sector schemes for elementary education. It is a centrally sponsored scheme and 85 per cent of the project cost is provided by the Central Government.

Developments in the Field of Primary Education in India and U.P.

In the preceding pages we have briefly touched upon the significance of education in general and of primary education in particular. We have also given a brief historical picture of how our educational policy has evolved over the years. We will now focus our attention on the achievements which have

Table I.2 : Expenditure on Primary Education as a Percentage to Total Expenditure on Education

Plan	India	Uttar Pradesh
1st Plan (1951-56)	56	70
2nd Plan (1956-61)	35	59
3rd Plan (1961-66)	34	66
Annual Plans(1966-69)	24	60
4th Plan (1969-74)	30	67
5th Plan (1974-79)	35	53
6th Plan (1980-85)	33	42
7th Plan (1985-90)	37	56
Annual Plans (1990-92)	37	39
8th Plan (1992-97)	47	44

Sources : (i) Young Indian, Human Resource Development, Need for New Approach to Education, Vol.6, September 1997 for India.

(ii) Draft Five Year Plans - Seventh and Eighth for U.P. and Annual Plan U.P., 1994-95, Vol.II.

been made in the field of primary education at the national level and that of U.P.

When we look at the share allotted to primary education out of the total allocation for education as a whole we find that at the All India level this share was a healthy 56 per cent during the First Plan. However this share dropped quite

considerably to 35 per cent during the Second Plan and remained almost constant even in the Third Plan. There were fluctuations during the Fourth to the Sixth Plans. Since then the share has shown an increasing trend. However, even during the Eighth Plan the share of primary education was much below that which had been set aside during the First Plan. But when we look at the allocations in absolute terms the increase has been phenomenal between the First Plan (Rs.85 crores) and the Eighth Plan (Rs.9201 crores).

As a result of the expenditure made to provide primary education all over the country the total number of primary schools increased from 2.10 lakh in 1950-51 to 5.73 lakhs in 1992-93. Thus the number more than doubled during the Plan period between 1950-51 to 1992-93. Similarly the number of teachers too has also increased quite significantly. During the year 1989-90 the total number of primary teachers in the country was 16.01 lakhs. This increased to 17.03 lakhs by the year 1993-94. It is essential to have sufficient number of teachers because only then can the teachers pay proper attention to the pupils and assure proper quality of education. The suggested norms related to teacher pupil ratio is 30-35. However we are yet to achieve it at the All India level (42 during 1993-94).

When we look at the share of expenditure on primary education in the case of Uttar Pradesh (Table I.2) it is observed that the share of primary education to the total expenditure on education was as high as 70 per cent during

the first plan period. This was much higher as compared to the corresponding percentage at the All India level. Even in the case of the state we find wide fluctuations as far as the share of primary education to total education is concerned in different five year plans and there is a declining trend in the sense that during the eighth plan the share of primary education was only 44 per cent which was lower than the All India average. On the one hand top priority is being accorded to universalisation of primary education and yet over the plans the share of expenditure on primary education is declining. That is primarily why we have to rely so heavily on assistance from the World Bank and other international institutions. However, if we look at plan expenditures from the point of actual expenditure, it has constantly been increasing with successive plans. In the First Plan the expenditure on elementary education was Rs.1271 lakhs and by the Eighth Plan this amount had risen to Rs.83855.42 lakhs.

As a result of the expenditures made in the field of primary education in Uttar Pradesh the number of primary schools increased from 31979 during 1950-51 to 86461 during 1995-96. When we look at the number of teachers, their number went up from 2.47 lakhs during 1981-82 to 3.00 lakhs in 1995-96. As was the case at the All India level, the teacher pupil ratio was not favourable. In fact it was 62 in the case of U.P. during the year 1994-95 and is much worse than the prescribed norm of 30-35. As far as total enrolment

is concerned it is seen that during 1950-51 a total of 27.27 lakh students were enrolled in the 31979 primary schools of the state. By 1995-96 while the total number of schools had risen to 86461, enrolment in these schools had touched a figure of 177.25 lakhs. It is therefore very evident that as a result of the rapid growth of population the number of children in the school going age group went up many fold over a period of four and a half decades but the increase in the total number of schools and in the total number of teachers could not keep pace with the growth of population and consequently we have an adverse teacher pupil ratio in the state as compared to the country as a whole. However what is encouraging is that as a result of the efforts of the state government the enrolment rates achieved at the level of primary education have increased from around 36 per cent in 1950-51 to around 90.8 per cent by the year 1995-96.

Objectives and Methodology of the Study

As has already been seen significant progress has been achieved in the field of primary education both at the All India level as well as in Uttar Pradesh. The number of primary schools depict an increasing trend and along with it the number of teachers and of students has also grown. The Indian primary education system has become one of the largest systems in the world providing elementary education facility within one kilometer walking distance for about 8.25 lakh habitations covering 94 per cent of the population.

A significant development over the past few years has been that a large number of privately run junior basic schools have been established. These schools initially were found only in the main cities but now they are spread all over the rural areas as well. Not only have such schools registered a rapid growth but they are also attracting children from all sections of the society. The government run schools enjoy some distinct advantages over the private schools in terms of no fees, the presence of trained teachers, provision of mid-day meal and of scholarship to the SC/ST students etc. Despite these advantages the popularity of the private schools is on the increase. A comparative analysis of the primary schools run by the Basic Shiksha Parishad and those run privately will bring out the differences between the two and help identify the reasons for the popularity of the private schools.

So far there is no study at the state level to make a comparative analysis of the two types of schools. The Giri Institute of Development Studies, Lucknow, therefore showed interest in taking up such a study when the State Institute of Educational Management and Training, Allahabad identified this aspect among the various aspects in which they were interested in financing research studies. The World Bank assisted UP Basic Education Project (UPBEP) is being implemented in 12 districts of the state with the objective of supporting and improving the Basic Education Programme of the State by assisting the institutional capacity for

achieving the ultimate goal of Universal Basic Education. It was, therefore, decided to undertake the study in two districts out of the 12 covered under UPBEP with the following objects :

- (i) To analyse the socio-economic background of the students enroled in the two categories of schools;
- (ii) To analyse the qualitative differences which appear as far as teachers and other facilities which both the schools are offering;
- (iii) To analyse the differences between aspects such as minimum levels of learning, teacher student ratio, drop-out rates and stagnation between the children studying in Parishad and Private schools;
- (iv) To try and analyse the differences in the social and private cost of providing education in the two schools;
- (v) To try and analyse those factors which have contributed towards increasing the popularity of private schools; and
- (vi) To offer suggestions that would facilitate in improving the existing conditions of Parishad schools from various angles.

The study is primarily based on the basis of primary information collected from both Parishad and private schools.

Besides the primary information we have also used secondary information which was collected from the various offices of the UPBEP and Basic Shiksha Directorate.

As has already been indicated, the study covers two districts. While the basic objective was that of a comparative analysis between Parishad and private schools we thought it might also be worthwhile to have the comparative study in two different regions as well. We therefore, took Gorakhpur from the eastern region and Saharanpur from the western region of the State. From each district we then selected three blocks on the basis of high, medium and low levels of educational development. Initially we had decided that the selection of different levels of educational development would be made on the basis of certain indicators of educational development but we ran into difficulties in obtaining the required information and so we ultimately made the choice of blocks on the basis of a single criterion namely the literacy levels of 1991.

From each block we then took two Parishad and two private schools. Since we wanted to have a meaningful comparison it was decided to take those schools which are efficiently being run. In order to identify such schools we took help of the inspectors of the identified blocks in consultation with the district Basic Shiksha Adhikari. Our sample therefore, comprises of a total of 12 Parishad and 12 private schools from both the selected districts. From each

school detailed information was collected with the help of a structured questionnaire. The information collected relates to facilities provided by the school, number of teachers, classwise enrolment, details of students appearing and passing in examinations and drop-outs etc.

We also prepared a second questionnaire designed to cover the parents so as to analyse those factors which are responsible for sending their children to either Parishad or private schools. From each school we selected 10 parents and so our total sample covered 240 parents in all. While selecting parents we kept two things in mind so as to cover various cross-sections of society. First of all we wanted to ensure that the sample gives representation to different caste groups. From each school, therefore, we have tried to take two parents each from among the high caste, SC/ST, OBC and Muslims. In some schools we were unable to stick to our minimum because the school did not have children of one caste or religion.

The other criterion we adopted while selecting parents was their income levels. For the sake of convenience we divided the sample into two income categories viz., low income and high income. All those households having an income below Rs.3000 per month were treated as the low income households while those with a monthly income of Rs.300 and above were the high income households. It was further decided to have at least a 40 per cent sample from each income group.

Besides the information collected through the structured questionnaires, we also had discussions with a few teachers, headmasters, village Pradhans and parents in order to have a greater insight into the problems related to primary education. The levels of learning were assessed by asking the children of different classes questions based on what they had been taught in class.

Brief Picture of Educational Attainment in Gorakhpur and Saharanpur

Before we begin our analysis of the various Parishad and private schools and of the parents whom we have surveyed in the selected districts of Gorakhpur and Saharanpur it will be worthwhile to draw a brief picture of the educational attainments of these selected districts over the past few years. While blockwise details of each district is being provided in the Appendix at the end of the study we will confine our analysis to the achievements of the district as a whole over the past few years. The information related to number of primary schools, number of teachers and enrolment etc. is being presented in Table I.3.

It is evident from the table that the number of primary schools increased from 1328 in 1992-93 to 1509 in 1994-95 in Gorakhpur and from 1283 in 1992-93 to 1398 in 1994-95 in the case of Saharanpur. However, when we look at the total number of primary teachers it is observed that in the case of

Table I.3 : Some Aspects of primary Education for Gorakhpur and Saharanpur

Distt/ Year	No. of Primary Schools	No. of Teachers			Teacher Pupil Ratio	Enrolment Total			Enrolment (SC/ST)		
		Total	Male	Female		Total	Boys	Girls	Total	Boys	Girls
Gorakhpur											
1992-93											
T	1328	4754	3683	1071	72	342530	229356	113174	79044	48187	30857
R	1179	4254	3275	979	70	298212	200554	97658	74811	45545	29266
U	149	500	408	92	89	44318	28802	15516	4233	2642	1591
1993-94											
T	1413	4682	3630	1052	74	345805	230495	115310	79861	48298	31563
R	1260	4184	3222	962	72	300328	201531	98797	75563	45615	29946
U	153	498	408	90	91	45477	28964	16513	4298	2681	1617
1994-95											
T	1509	4673	3629	1044	74	347167	231858	115309	80672	48825	31847
R	1357	4174	3222	952	92	302069	202861	99208	76300	46100	30200
U	152	499	407	92	90	45098	28997	16101	4372	2725	1647
Saharanpur											
1992-93											
T	1283	4113	3146	967	55	228256	141834	86422	52275	31003	29422
R	952	2744	2105	639	67	184936	118294	66642	42675	26928	15747
U	331	1369	1041	328	32	43320	23540	19780	9600	4075	13675
1993-94											
T	1320	4069	2784	1285	61	248115	165312	82803	55774	35824	19950
R	982	2782	2122	660	68	189503	126515	62988	42842	26963	15879
U	338	1287	662	625	45	58612	38797	19815	12932	8861	4091
1994-95											
T	1398	4163	2860	1303	62	258554	171990	86564	57918	37244	20674
R	1050	2848	2183	665	70	199364	132810	66554	44858	28294	16564
U	348	1315	677	638	45	59190	39180	20010	13060	8950	4110

Contd.../-

Villages according to their distance from Primary Schools					
Total Villages	Schools within village	Schools less than 1 Km.	1-3 Km.	3-5 Km.	5+Km.
2878	1170	879	829	-	-
2869	1240	407	1043	139	40
2872	1323	409	1007	107	26
1276	717	229	287	38	5
1276	717	229	287	38	5
1276	745	228	266	33	4

Source : Sankhyakiya Patrika, Economics and Statistics Division, State Planning Institute, Lucknow for Gorakhpur and Saharanpur.

Gorakhpur total number of teachers actually declined from 4754 in 1992-93 to 4673 in 1994-95. The main reasons of this is the decline in the number of teachers both male and female in rural areas. In Saharanpur, on the other hand, the total number of teachers did not decline but the increase was only marginal from 4113 to 4163 between the two points of time. The total number of children enroled, however, registered an increase in both the districts between 1992-93 and 1994-95. When we look at the enrolment on a rural-urban basis or among boys and girls separately we find an increase in each category in both the districts. Yet there is one

exception and that is found in Saharanpur with respect to girls belonging to the SC/ST population. Their number declined quite considerably between 1992-93 to 1993-94 from 29422 to 19950 respectively. It increased to 20674 in the following year (1994-95). This decline between 1992-93 and 1994-95 was found among the SC/St girls in the urban areas.

Since the number of students enroled was going up between 1992-93 and 1994-95 in Gorakhpur while the number of teachers was on the decline it is observed that the teacher pupil ratio went up from 72 to 74 for the district as a whole between 1992-93 and 1994-95 and from 70 to 92 and from 89 to 90 for the same years in the case of rural and urban areas respectively. In the case of Saharanpur on the other hand the overall teacher pupil ratio for the district as a whole went up from 55 to 62 between 1992-93 and 1994-95 and from 67 to 70 in the rural and from 32 to 45 in urban areas. The main difference witnessed between the two districts is that in the case of Gorakhpur the teacher pupil ratio was found to be more adverse in urban areas during 1992-93 and 1993-94 but became almost similar during 1994-95. In the case of Saharanpur the ratio was far more favourable in urban areas. In fact during 1992-93 the ratio was 32 which was quite satisfactory keeping in mind the optimal norm of 30-35.

The table also highlights the fact that the government policy of providing a primary school within the village or within 1 kilometer of each village is bearing fruit. In the

case of Gorakhpur for instance between the year 1992-93 and 1994-95 the number of villages having a primacy school within them rose from 1170 to 1323. Similarly in the case of Saharanpur their number increased from 717 to 745. In the case of Gorakhpur there seems to be some anomaly as far as data related to villages having schools within 1 kilometer and other categories are concerned because in 1992-93 for instance there was not a single village having schools within 3-5 or above 5 kilometer category. However, in the very next year 139 and 40 schools appeared in the two categories respectively whereas the number of villages having schools within one kilometer dropped from 879 to 407. However, since this data is provided by the Economics and Statistics Division of the State Planning Institute of the State Government we can not do any thing about it except to accept it as provided in the District Statistical Abstract.

This data was taken from the District Statistical Abstracts published by the Economics and Statistics Division of the State Planning Institute, Lucknow. We could also get information from the office of the Basic Shiksha Adhikari as far as enrolment of children in primary schools is concerned. This information for the years 1991-92 to 1996-97 for both Gorakhpur and Saharanpur is given in Table I.4. But it is very clear from Tables I.3 and I.4 that there is a discrepancy as far as the two sets of data regarding enrolment is concerned. It was therefore not possible to supplement the information from 1994-95 onwards with this

data as total enrolment for Gorakhpur for instance has been shown as 347167 in the Statistical Abstract for Gorakhpur whereas the corresponding figure obtained by us from the Basic Shiksha Adhikari is 322704. The discrepancies are higher still in the case of Saharanpur. We are, therefore, presenting this table separately to show how the data from two sets of agencies differ and make the task of a researcher difficult. Added to it is the fact that we were unable to obtain blockwise or district level information about enrolment rates and drop-out rates despite our best efforts. The staff of the BSA Office particularly in Saharanpur was very co-operative to us and extended every possible help that they could but they did not have some of the data and it made our task that much more difficult since availability of enrolment and drop-out rates would have given a better reflection on the actual state of primary education in these two districts.

Under the World Bank Basic Education Project, financial assistance is being provided for the construction of new schools, construction of additional rooms in existing schools and construction of bathrooms and provision of drinking water in schools where these facilities do not exist. Details of construction are provided in Table I.5.

Another activity for which the World Bank resources are available is for giving on job training to SDI's or ABSA's, headmasters of Primary Schools and Co-ordinators of BRC's and NPRC's. This training is provided at the District Institute

Table I.4 : Year-wise Enrolment of District Gorakhpur and Saharanpur

Distt/ Years	Total Enrolment			Enrolment of SC			Enrolment of Parishad Schools		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<u>Gorakhpur</u>									
1991-92	273853	133453	407306	50813	29461	80274	180355	153636	333991
1992-93	293642	138217	431859	54876	32546	87422	191227	162897	354124
1993-94	316420	163250	479670	59366	34386	93752	212398	180931	393329
1994-95	322704	169860	492564	63454	37222	100676	218107	185795	403902
1995-96	338275	182908	521183	67172	38064	105236	230780	196590	427370
1996-97	340000	211000	551000	88874	64136	153010	243983	207837	451820
<u>Saharanpur</u>									
1991-92	139160	80360	219520	49750	29600	79350	111328	64288	175616
1992-93	142000	82000	224000	51500	30050	81550	113600	65600	179200
1993-94	165000	85550	250550	52000	32000	84000	115000	66150	181150
1994-95	169000	87000	256000	56000	34000	90000	125200	68800	194000
1995-96	170000	88000	258000	58000	36000	94000	136000	69200	205200
1996-97	175000	130000	305000	59500	41500	101000	137600	72300	209900

Source : Office of Basic Shiksha Adhikari, Gorakhpur and Saharanpur.

Table I.5 : Year-wise Details of Construction

Year	Gorakhpur		Saharanpur	
	No. of Schools	Expenditure (Rs. lakhs)	No. of Schools	Expenditure (Rs. lakhs)
1993-94	150	262.50	45	27.00
1994-95	96	168.00	53	35.50
1995-96	139	271.05	52	35.00
1996-97	104	222.56	310	294.50

Source : Office of BSA Gorakhpur and Saharanpur.

Note : The cost of construction in Gorakhpur was much higher as compared to that in Saharanpur.

of Educational Training. The duration of training varies between 6-8 days. It is quite common to find the same individual receiving training twice or thrice in the course of the same year. The details of training provided in the DIET is being presented in Table I.6.

Table I.6 : Details of Training Given in DIET's

Year	Gorakhpur		Saharanpur	
	No. of Traomees	Expenditure (Rs. lakhs)	No. of Trainees	Expenditure (Rs. lakhs)
1994-95	64	1.05	-	-
1995-96	4361	19.11	-	-
1996-97	4640	34.32	701	25.13

During 1994-95 and 1995-96 the DIET Saharanpur did not have a Principal and so no training was provided. It is very evident from the table above that a sizeable amount of money is being spent on the training. If we take into account the number of trainees and the amount spent on them in 1996-97 it is found that in the case of Gorakhpur and Saharanpur the amount of money spent per trainee works out to be around Rs.740 and Rs.3585 respectively.

Under the World Bank assistance each BRC and each NPRC is provided a specified number of musical instruments, items of furniture, sports goods and other things. These items are supposed to be purchased through the office of the BSA and then distributed to each BRC and NPRC falling under them. However when we visited the BRC's and NPRC's in our selected districts we found that the BRC or NPRC has received only some but not all the listed items. We were told that those items which are not found in the Block Resource Centre are in custody of their respective co-ordinators. The co-ordinators of Saharanpur accepted the fact that they have some equipment and that they are keeping them in their possession out of fear that they are likely to be stolen if placed in the resource centre. The co-ordinators of Gorakhpur, on the other hand, categorically denied having received those items which are not to be found in their resource centre. The detailed list of items is provided below.

List of Items

<u>BRC</u>		<u>NPEC</u>	
Colour TV	(one)	Durries	(4)
V.C.R.	(one)	Steel Almirah	(1)
Generator Set	(one)	Petromax	(2)
Fans	(16)	Arm Chairs	(4)
Petromax	(2)	Stools	(2)
Almirah Steel	(1)	Steel Trays	(2)
Office Table	(1)	Rolling Black Board	(2)
Office Chairs	(4)	Two-in-one	(1)
Double Beds	(5 sets)	Harmonium	(1)
Stools	(2)	Dholak	(1)
Harmonium	(1)	Table	(1)
Dholak	(1)	Manjeera	(1)
Flutes	(10)	Flutes	(5)
Manjeera	(1)	Science kit	
Carrom Board	(1)	Maths kit	
Football	(1)	Tool kit	
Volleyball	(1)	Course Books Class I to VIII	(one)
Volley ball net	(1)	Instruction Diary for Teachers	
Foot ball pump	(1)	Rings	(5)
Skipping Ropes	(10)	Skipping Ropes	(5)
Book			
Rings	(5)		

While our data has clearly indicated that over the years the number of primary schools has risen and so has enrolment registered an increase we find that even now there are primary schools with a single teacher. The latest figure for our selected blocks from each district is given below.

Gorakhpur

(a)	Jangal Kandia	-	23 out of 91	(25.27 per cent)
(b)	Kauri Ram	-	27 out of 91	(29.67 per cent)
(c)	Khorabar	-	17 out of 63	(26.98 per cent)
Total of 3 Blocks			67 out of 245	(27.35 per cent)

Saharanpur

(a)	Nanauta	-	17 out of 77	(22.07 per cent)
(b)	Nagal	-	32 out of 96	(33.33 per cent)
(c)	Puarka	-	7 out of 104	(6.73 per cent)
Total 3 Blocks		-	56 out of 277	(20.22 per cent)

Between Gorakhpur and Saharanpur Gorakhpur had a higher share of single teacher schools taking into consideration the information of the 3 blocks which we selected for our survey from each district. Taking the blocks individually however the lowest percentage of single teacher schools was found in Puarka block. One of the main reasons for this low percentage is that Puarka is close to the District Headquarter and most of the primary schools have road side location and consequently teachers are very willing for a posting in these schools. The highest share of single teacher schools was found in Nagal which is a relatively remote block. It was, therefore, observed that all primary

schools which have a road side location are the ones where the teachers want to get posted because teachers prefer to stay in an urban area rather than in the village. The teachers exercise their influence to get themselves attached in these roadside schools. It is therefore common to find these road side schools having a relatively higher number of teachers particularly female teachers. On the other hand, schools which are relatively remote from the point of view of location are those where particularly the female teachers are not willing to go. At times the female teachers do have genuine problems related to their well being but even when the area is safe they are still reluctant to go to these schools and try their best to avoid such postings.

This in very brief is a profile of our selected districts. We will now analyse the primary information collected by us in the subsequent chapters. The next chapter will deal with an analysis of the primary schools run by the Basic Shiksha Parishad and the Private Schools which we have surveyed.

CHAPTER II

SITUATION ANALYSIS OF THE SELECTED SCHOOLS

Details about the School and the Teaching Staff

In the previous chapter we had talked of the significance of education in general and that of primary education in particular. It is generally accepted that the quality of education and the levels of learning are controlled to a fair degree by the school itself, its headmaster and teachers and the overall atmosphere which prevails in it. A good school, by itself may not be sufficient to ensure that all children will be well mannered and bright but it will provide an atmosphere which will be conducive for learning and even the less interested students will get positively affected by the good environment of the institution.

In this chapter, therefore, we will focus our attention on the analysis of the different Parishad and Private schools which we surveyed in the districts of Gorakhpur and Saharanpur. It has already been indicated that our survey covered two Parishad and two Private schools and the survey was spread over three block in each district. Since the primary objective of our study was to make a comparative analysis of the Parishad and Private schools we chose the good schools from both categories such that comparison could

be of similar schools. Our analysis is thus based on six Parishad and six Private schools from each district and the data from each school was collected with the help of a structured questionnaire specially designed for the study and included various aspects such as details about school building, total enrolment of students, strength of teachers, classwise number of children, facilities provided by the school and the performance of the school in terms of the pass percentage of students in annual exams etc.

In Table II.1 some details are presented about the school related to its building, toilet and drinking water facilities etc. All the Primary schools in both the districts were housed in their own buildings. In the case of private school one from each district was housed in a rented building. A majority of the private schools had five or more rooms. In the case of Parishad schools, however, the number of schools having over five rooms was much less. As far as the Parishad schools are concerned four out of the six in Gorakhpur and three in Saharanpur had pucca buildings while the rest were partly pucca. A proper inspection of the school buildings revealed the fact that only two school buildings each in Gorakhpur and Saharanpur were in good condition. Even in the pucca buildings there is problem of leaking roofs because the school buildings are old and not well maintained. Those which are partly pucca have tiled roofs and they too generally leak during the monsoon season.

Besides this in one school of Gorakhpur we found mud floor while in one school of Saharanpur the floor was urgently in need of repair although it used to be cemented quite some time back. The Parishad schools therefore are generally found to have poor maintenance. In the case of one Parishad school in Saharanpur the location is a low lying area and so water collects around it during monsoons making it difficult for teachers and students both. The condition of school buildings in the case of Private schools is relatively much better partly because they are new constructions and also because they are better maintained as well. Under the World Bank assistance funds are made available for the construction of bathrooms and to provide drinking water in all the primary schools. We therefore found only one Parishad school in Gorakhpur which did not have either of these facilities. On the contrary three Private schools in Gorakhpur and one in Saharanpur did not have a toilet. One school each from both districts was housed in a rented building and they do not have a toilet nor the permission to construct a toilet although they are keen on constructing them. In the other two schools of Gorakhpur the management said that they will be providing toilets very soon. In Gorakhpur one school from each category did not have a play ground and the number of such schools was two each in the case of Saharanpur. In none of the Parishad schools did we find electricity. As far as the private schools are concerned two in Gorakhpur and four in Saharanpur were electrified. One major difference between the two types of schools was that while Parishad schools give

tat-pattis to the children, the students of private schools sit on benches. However, in both categories there are sufficient chairs for the teachers. Besides this it was also observed that most schools keep playing materials for their children and some care is also taken to ensure that the students are also provided recreation.

The details about teachers in Parishad aswell as Private schools is provided in Table II.2. Since we had requested the inspectors of the respective blocks to identify those Parishad and Private schools which are efficient, our sample of schools has been such where total number of teachers has been fairly high as is evident from our table. In fact one school from the Kauri Ram block of Gorakhpur had as many as 15 teachers and over 630 students. However, one aspect of the Parishad schools is that the total number of teachers can fluctuate between one year and another. This is so because teachers may seek transfer from one school to another. In case their transfer application is accepted, the school where they are attached will automatically have fewer teachers. Similarly if a teacher is promoted, he is generally posted out and this too reduces the number of teachers. Some schools which have an advantageous location generally have relatively higher number of teachers because the teachers exercise their utmost influence to get posted in them. Female teachers are * particularly interested in getting attached to such schools. In the Parishad schools of Gorakhpur the proportion of male and female teachers was almost similar but

in the other cases male teachers have a much higher proportion. One area in which the Parishad schools have a clear advantage over private schools is that in the case of the former, the teaching staff is generally trained. As a result the percentage of trained teachers was found to be almost 89 and 97 per cent in Gorakhpur and Saharanpur. The few teachers who are not trained are either those who have a certificate in Physical Education or those who have been appointed on compassionate grounds as a result of the death of their parent. However, as far as the teachers with certificate in Physical Education, there is a proposal to give them a six month training and after that they too will be accepted as trained teachers. Since the parishad schools are being run by the State government the teachers are enjoying much higher emoluments than their counterparts working in private schools. In a Parishad school the headmaster is placed in the scale of Rs.1350 to 2050 while other teachers are in the pay scale of Rs.1100 to 1850. Besides this they are also entitled to other allowances as per the rules of the State government. Only the untrained teachers get a fixed amount of Rs.850 per month. In the Private schools the teachers are very low paid. A majority of them are getting fixed emoluments below Rs.500 per month and some between Rs.500 to 1000. Only very few are getting over Rs.1000 per month. The District Institutes of Educational Training and Block Resource Centres have been established to impart training to the headmaster of primary

schools, co-ordinators of BRC's and NPRC's etc, and teachers. Thus we find that almost the entire teaching staff of the Parishad schools covered by us had received on job training in both the districts. In contrast to this there is no provision for on-job training in the private schools. In the private schools the teachers are very regular in attending school and in teaching. Such a regularity was found lacking in the case of the Parishad schools.

Details of Enrolments, Success Rate in Examinations and Regularity in Attendance

In each of the Parishad and Private schools from the two districts we collected detailed information with respect to total enrolment, the number who appear in annual examinations, the proportion of students who pass the exams. Those who do not appear in exams have been treated as the drop-out cases. This exercise has been carried out on a class-wise basis and the results have been shown in Tables II.3 to II.7 for classes I to V. The first thing which these five tables depict is the caste-wise break-up of students in each class. Thus in the Parishad schools of Gorakhpur SC/ST students accounted for over half of the total enrolled students. In Saharanpur too this percentage was high but below 50 per cent. However when it came to appearing in annual examinations the children from general population had a relatively higher proportion as compared to the SC/ST group or even the OBC children. There were, of course some

exceptions in a few classes. This, therefore, leads to the obvious point that the drop-out rate among general caste is relatively lower than that among the SC/ST and OBC children. Another general pattern which has emerged is that dropout rates tend to decline as we move from lower to higher classes. It was found to be as high as 27.5 and 16 per cent in the Parishad schools of Gorakhpur and Saharanpur respectively. This could possibly be explained in the light of the fact that the parents are enrolling their children even below the age of 6 years, so as to take full advantage of the scheme of getting 3 kilogrammes of rations per month. However, these children neither attend school regularly nor appear in the annual exam.

When we compare these aspects between the Parishad and private schools we observe that in the Private schools the overall percentage of the students appearing in examinations is relatively higher and so the drop-out rates automatically are low. In the case of the Private schools of Gorakhpur they fluctuated between 3 to 9 per cent on a class-wise basis. However, as against the Parishad schools drop out rates tended to increase slightly as we went up from Class I to Class V. In the case of Saharanpur on the other hand drop out rates almost stop after Class I. Not only are the drop out rates low it is also observed that the proportion of students passing out of those who appear in the final examinations too is relatively higher on a class wise basis in the Private schools. The overall performance of the

Private schools of Saharanpur was found to be better than that of the Gorakhpur schools in each respect. Here we are presenting the general picture which emerged in the two categories of schools in our selected districts. Greater details on a class wise or caste wise basis are provided for each district in Tables II.3 to II.7.

The above mentioned tables also highlight the percentage of students who are successful in the annual exams on a class wise basis. The encouraging findings are that the percentage of students who pass the annual exams is quite high not only in private schools but also in Parishad schools. However when we compare the results between the Parishad and Private schools the performance of the students in Private schools is found to be better. But when we look at the Parishad and Private schools on a district wise basis the results obtained by Parishad schools of Gorakhpur were better than those of Saharanpur. In the Private schools, on the other hand, performance in Saharanpur is slightly better on the whole.

One of the responsibilities of the schools being run by the Basic Shiksha Parishad is to take a count of the children in the school going age-group in all the villages which fall under their charge on a year-wise basis. This information is maintained in the Bal Gadna Register. We collected this information from our selected Parishad schools for five years (1992-93 to 1996-97) and is presented in Table II.8. The registers also provide information with respect of the total

number of students who are enrolled out of those found in the school going age. We have therefore worked out the enrolment rates for each of the five years. In the case of Gorakhpur the rates were low as compared to Saharanpur. During 1996-97 the over all rate was only 81.57 per cent in Gorakhpur whereas the corresponding figure for Saharanpur was 90.59 per cent. The rate was slightly higher among boys as compared to girls. However, what is encouraging is the fact that over the years the enrolment rates have shown an increasing trend both in the case of boys and girls between 1992-93 and 1996-97 despite the fact that there have been some fluctuations in between.

As we had seen earlier, the average number of teachers per school turned out to be quite high. Along with this it was also found that the strength of students in these schools is very high. We had requested the inspectors in the office of the Basic Shiksha Adhikari to identify efficient schools which are being run by the Parishad and a corresponding good private school of the area. It is generally found that the good schools attract children not only from the area where the particular school is located but also from the adjoining Villages despite the fact that those villages may be having a primary school either within the village itself or one which is closer than these efficient schools. The schools can not refuse admission to children in the Primary Schools and there is no way to control the enrolment of one school even when it has more students than it can control. Similarly there is no

way the parents can be persuaded into sending their children to that Parishad school which is closest to them especially when they have a mind set about its efficiency in relation to another Parishad school in the same vicinity. In all such schools therefore the headmaster is left with no choice but to split a class into two or three sections. This imposes constraints with respect to both availability of sufficient teachers and sufficient class rooms. This ultimately reflects on the performace of even the efficient school sooner or later because it is not humanly possible for the teacher to be able to pay individual attention to the students. As a result of this very serious problem the efficient schools may have upto 250 children in Class I. Besides the efficiency of school another reason for high enrolment in Class I is the incentive of getting 3kgs of ration per child per month to all the children and of getting a scholarship of Rs.144 per annum for the SC/ST, OBC and Muslim students. Consequently children who are even 4 or 5 years old are being enroled in the primary schools run by the Basic Shiksha Parishad and is a general problem all over. However in our sample schools the problems was more acute in the case of Gorakhpur when average strength of children in Class I was as high as 177 students as compared to Saharanpur where the corresponding number of students was 103. In fact the strength of students in Class I in the private schools too was high. However in the higher classes the strength was much lower in both the districts. Our assessment that the

high enrolments in Class I of Parishad schools is with the ulterior motive of obtaining 3kg. of rations per child per month and also scholarships gets sufficient evidence when we see the high drop-out rates of class I in both districts. This drop-out rate suddenly drops considerably in the other classes.

As a result of the strength of students in the Parishad schools it is seen that the apparently high average number of teachers per school seems to be on the lower side and this is amply reflected in the teacher pupil ratio which worked out to be 65 and 56 in the schools of Gorakhpur and Saharanpur. The pressure of students is relatively less when we look at the average number of students in each class in private schools and so the teacher pupil ratio in the private schools worked out to be 51 and 45 in Gorakhpur and Saharanpur respectively. However even these figures are much above the suggested norm.

Another aspect to which we attached significance was the attendance in school and we worked out class wise average monthly attendance in both Parishad and private schools for the period between October to December 1997. These percentages are shown in Table II.10. The table very clearly shows that average attendance is high in each class whether we look at Parishad schools or Private schools in either of our selected districts. The lowest attendance percentage was found among the Class II students of Parishad schools selected by us from Saharanpur (78.11 per cent) and the

highest percentage was found among the class V students in the Private schools of the same district. On the whole average attendance on a class-wise basis was generally higher among Private schools with a few exceptions. However, what must be very clear is that in the case of the Parishad schools the attendance figures do not really present the true picture. The provision of ration is only for those students who have secured an attendance of 80 per cent. The actual attendance position is really much poor than what the figures in the attendance register suggest. The parents create nuisance if any child is denied ration on the ground of attendance below 80 per cent and so the teachers are virtually forced to show a minimum of 80 per cent attendance to enable each child to become eligible for his ration each month. While this complaint was made by the teachers in general our field visit of these schools confirmed this fact as well since the actual attendance in the Parishad schools was well below 80 per cent on the days when we paid these schools a visit. In many cases the child goes away after getting himself marked present. In the case of the Private schools however it was found that the school management is much more strict about the attendance of the children. The parents are warned that if the child is not regularly attending school without proper reason his or her name will be struck off from the school register. Thus the percentages depicted against Private schools are actual and true percentages.

Details of Scholarships and Other Facilities in Schools and Means Adopted to Increase Enrolment and Check Drop-out Rates

In order to increase the enrolment rates and check the drop-out rates the two important schemes in operation are those of providing scholarships and rations. Monetary scholarships are provided to all students belonging to the children of SC/ST category and from Muslim families. According to an ordinance three children belonging to other backward classes (OBC) will also be eligible for the scholarships. The scholarship amount is one hundred and forty-four rupees annually. However, only recently the amount in the case of Muslim children has been raised to Rs.300 per annum. Under this scheme there are anomalies which are not in the interest of educational promotion and may even give rise to resentment between different groups. First of all the rates of scholarship should be uniform among all those who are eligible for them. Consequently, since the amount has been raised to Rupees three hundred for Muslim children, even SC/St and OBC children should receive an equal amount. Moreover, the decision to give scholarship to only three OBC children is arbitrary and selection will automatically depend on the whims of the authorities and lead to rivalry among the OBC families. It is, therefore, hoped that this anomaly will be corrected soon. The detailed information pertaining to total number of students receiving scholarship and the amount of money disbursed in Parishad and Private separately is given in Table II.11.

The other incentives is available to every student irrespective of his caste or religion. All children studying in the primary schools run by the Basic Shiksha Parishad are entitled to 3 kgs. of rations each month. The only condition which each child has to fulfill is that he must have an attendance of 80 per cent each month and then only will the child be entitled to his quota of rations. It has already been indicated that these incentives are not serving the basic purpose for which they were introduced. Children who have not even attained the school going age group are being sent by their parents more out of greed to receive Rs.144 per year and 3 kgs. of rations per month rather than to ensure that their children will get education. They are therefore not bothered about the regularity of their children's attendance but on receiving rations whether or not the child has a minimum attendance of 80 per cent during a month.

The schools, at times, face problems related to insufficient funds received for disbursing scholarships or of insufficient rations to distribute among the children. In such a situation some children are not paid either their scholarship amount or given rations and they have to wait till the balance amount is received by the school.

There are some other facilities too which the Parishad schools offer to their children. Since they are not available in the Private schools one may say that the Parishad school has a relative advantage over the Private ones. In order to simplify the teaching of maths and science

and make the process of learning easy some maths and science kits have been developed and distributed to these schools. All Parishad schools are expected to have these kits. In our sample, however, only five schools of Gorakhpur and four in Saharanpur had maths and science kits. Unfortunately only one from Gorakhpur and two from Saharanpur were giving regular demonstration on these kits to the students. The teachers are duly trained to handle these kits and in all the schools of Gorakhpur teachers had received training to teach with the help of these kits. Unfortunately, such training had been received by teachers in only two Parishad schools of Saharanpur (see Table II.12). The reasons given for non-demonstration of kits included, besides no-training, shortage of teachers and excessive work load on them and the poor condition of the kits themselves. And finally, yet another facility being made available in the Parishad schools through World Bank assistance is the provision of story books. It is, therefore, quite obvious that from the point of view of these additional facilities the Parishad schools definitely have an edge over the Private schools.

Over and above these facilities, the main incentive to lure children into primary schools is the negligible fees which are being charged by the Parishad schools. All over the state they are following a similar pattern and so we have only a single column for fees in Parishad schools in Table II.13. There is however some difference in the amount paid per month by general students and the SC/ST children. The

Parishad schools charge no tuition fees. The only charges they have is rupee one per month towards development fees and this too is paid only by children from the general caste. The other payment is towards games fees. This is a negligible amount of ten paise in the case of students of classes I to III and twenty paise for the students of classes IV and V. On the whole, therefore, the monthly burden on a general caste parent is either Rs.1.10 or Rs.1.20 depending on the class in which his child is and only Rs.0.10 or Rs.0.20 in the case of SC/ST children. As against this the average monthly fees in the Private schools works out to be Rs.25.57 and Rs.32.36 in Gorakhpur and Saharanpur respectively.

The schools, particularly Parishad schools, have the added responsibility to make efforts to ensure that enrolment rates touch hundred per cent and drop-out rates are controlled to a minimum level. We therefore made an effort to assess the ways and means adopted by the teachers to achieve this desired objective (Table II.14). It was painful to note that three Parishad schools of Gorakhpur and two from Saharanpur are not making any efforts at either increasing enrolment rates or to check the drop-out rates. What was even more surprising was the frank admission of this fact by the headmaster of the respective schools. The arguments which has been advanced by them is that the teachers, particularly, females, in their schools make no efforts in this direction and they simply attend school only to teach and leave

immediately after school is over. There are many teachers who are not living in the village and so they are always in a hurry to catch the bus back to their residence. However, in the other schools the measures which are being adopted are to influence parents either at the time of the parent teacher meetings or through door to door visits of the teachers. The teachers also influence and motivate children during their door to door visits and during the prayer meetings. The Private schools give publicity to their own institution and through this publicity entice parents to send their children to these educational institutions. Similarly these schools make an effort to check drop-out rates either by contacting the parents and impressing upon them to ensure that their children should obtain education at least upto the primary level or by raising this issue during the meeting of the Village Education Committee where they request the Pradhans to exert their influence and persuade parents to send those children to school who have dropped out of the education stream. Some of the reasons identified by the teachers or the headmaster of the schools for drop-out are poverty, lack of interest on the part of parents or the children in education, the fact that in some cases children too are engaged in economic activities and the fact that lack of teachers as well as sitting arrangements in the school acts as a disincentive and consequently children fail to complete their education even upto the primary level.

Perception of the Headmaster and Teachers about Various Aspects and their Problems

The structured questionnaire for the schools also had a section which was designed to obtain views of the headmaster or teachers with respect to various aspects of education and about their own problems which they face on a day to day basis.

As far as the interest shown by parents is concerned the general observation of teachers revealed the fact that parents of Parishad schools show much less interest in the education of their children. In all the schools the teachers were unanimous in their view that despite the fact that both girls and boys are being sent to school, yet parents tend to discriminate against the girl child. Another aspect which has duly been highlighted is the fact that the village Education Committee is by and large defunct. Even when the meetings of this Committee are held they are mainly to sort out routine financial matters and they hardly discuss the important issues related to universalisation of primary education such as increasing enrolment and minimising drop-outs and improving the condition of the school and education which they are providing. A disturbing aspect which emerges from our data is the fact that even the teachers admit that the on-the-job training which they are receiving is not very useful. Three primary reasons have been identified in support of their argument.

1. Overburden of Work on Teachers

(i) The strength of the students in the class is high and so a lot of time is wasted in an effort to control children. Teaching automatically suffers.

(ii) The syllabus is such that only normal teaching is possible within the given time. In Class III onwards for example there is additional burden to teach Sanskrit and English. The routine teaching itself takes up the entire time and the new techniques are rarely put into practice.

(iii) At least one teacher is busy preparing a list of students entitled to rations and for getting scholarship. In this way 6-10 days are wasted every month doing clerical work. Thus even normal teaching suffers.

(iv) Various types of information have to be regularly sent to either the Basic Shiksha Office or demanded by the World Bank Basic Education Project and this too adversely affects teaching.

2. Role of BRC Co-ordinator

The on-job training which a teacher receives is generally for a period ranging between 6-8 days. This is really not sufficient to have a proper grasp of the new techniques. This lack of time is proposed to be compensated by regular visits of the Co-ordinators of BRC's such that they can sort out the difficulties of the teachers and

clarify those concepts if teachers are having some problem. However the co-ordinators hardly ever make these visits to assist teachers.

3. Above all the new techniques of teaching can be adopted only when the school has the maths kit science kit and the books which have been specially developed towards this end. In many schools these kits are either not available or are in such a bad condition that proper demonstration can not be given with their help. As far as the new books are concerned the teachers see them while the training is going on but they themselves are not provided a copy of the same such that they can make use of them while teaching (Table II.15).

In the light of the problems which have been highlighted by the teachers lack of utility of the training programmes, serious question marks are automatically raised on the effectiveness of the DIET's and BRC's. In case they are not serving the purpose for which they have been established some corrective measures will have to be introduced as soon as possible.

Yet another query we had made was with respect to inspections made by officials from the office of the BSA. There are inspectors who have been given charge of a block and accordingly all schools falling in the block are under the inspector and he is expected to inspect the schools regularly. It was that such inspections are being held

regularly and the frequency of the inspections is either monthly or quarterly (Table II.15). The truth, however, is that inspections are not held regularly. Schools have provided us this information possibly because they did not want to get on the wrong side of the ABSA's or SDI's.

The teachers and headmasters identified a number of aspects which cause problem in the course of their day to day teaching and in the discharge of duties efficiently. These problems have been listed separately for both districts as well as for both the categories of schools in Table II.16. There have been multiple responses and a number of problems have been identified. They can, however, be classified into three categories. The first set of problems relate to the school building and related matters. Within this broad group we find problems such as poor condition of building, lack of class rooms, play field and non electrification. This set of problems are more or less common to both the categories of schools in both the districts.

The second set of problems relate to that connected with teaching. Here we find that these problems have mainly been indicated by the Parishad schools and include lack of sufficient number of teachers and their lack of interest in teaching. The other problems relate to over-burden on account of the curriculum and as a result of extra duties assigned to teachers over and above their routine teaching. These duties include listing of students for the purpose of sanctioning rations and scholarships, collecting information

which is regularly demanded by the office of the BSA or in the World Bank project office. Besides these the teachers are regularly attached in duties such as Census, polling, economic census, livestock census etc. The only area in which even the teachers of Private schools have indicated a problem is with respect to the extra strain as a result of the curriculum. As far as the miscellaneous problems are concerned the Parishad schools feel handicapped because of an ineffective Village Education Committee while the Private schools are faced with a problem due to paucity of funds. Both categories of schools have expressed a common problem of lack of co-operation from parents (Table II.16).

We asked the headmasters and teachers of the Parishad and Private schools to identify those areas in which one category of school enjoys an advantage over the other type and the findings have been tabulated in Table II.17. In the perception of the teachers of Parishad schools they feel they provide better education on the strength of the fact that they have trained teachers. On the other hand the teachers of Private schools feel that teaching provided by them is better because they have sufficient teachers who teach regularly and also give regular home work and this keeps the child engaged even at home.

As far as administrative advantages are concerned the areas of strength are strictness with respect to school timings and regularity of teachers and the stress laid on

discipline and regular attendance. Here it seems that the Private schools have a slight edge over the Parishad ones. Besides this there are also some exclusive advantages such as provision of ration in Parishad schools and a greater stress on extra curricular activities in Private schools. One Private school also had computer facilities.

The teachers also accepted that in some ways the other type of school too had an advantage. The Parishad teachers conceded that Private schools score over them when it comes to discipline, extra-curricular activities and provision of compulsory school dress. Similarly the teachers from Private schools agree that their counterparts in Parishad schools are trained teachers and enjoy much higher emoluments. Besides this the provision of ration also attracts children towards them. However, there were also some teachers from each category who felt that neither school can said to be having any specific advantage (Table II.17).

Expenditure Pattern of Schools

Finally we looked into the expenditure pattern of the schools in our selected districts. In both categories of schools of Gorakhpur and Saharanpur the major chunk of expenditure is on salaries of the teachers. We have shown the percentage share of expenditure under different heads for the years 1995-96 and 1996-97. Teachers salaries accounted for around 94 per cent in the Parishad schools of Gorakhpur in 1995-96 and marginally less during the following year

(Table II.18). In Saharanpur the corresponding percentages were around 90 and 86 per cent respectively during the two years. The next important head of expenditure was found to be the amount spent on disbursing scholarships. In the Private schools other expenses and salaries of staff other than teachers each account for around 5 per cent of the total expenditure in Gorakhpur. In Saharanpur other expenses have a share of around 7 to 8 per cent in the total expenditure (Table II.18).

In addition to the financial resources which each school receives from the government, the World Bank is giving Rs.2500 to every school with which it can carry out small jobs such as white washing etc., and Rs.500 to every teacher. The teachers are expected to spend this amount on the children to teach them crafts etc. which will help the children in taking interest in their studies. For example the teachers teach children how to make kites. For this paper, gum, thread and bamboo stricks are required.

The State government has been spending considerable amount of money for the promotion of primary education with the ultimate goal of achieving Universalisation of Elementary Education in the State. To achieve this goal heavy investments have been made on the construction of new schools and providing additional class rooms in schools where only one or two rooms exist. As a consequence the total number of primary schools have risen over the years and the aim of the

government is to ensure that there is at least one primary school within one kilometer of each village. As the number of schools increase, they have to be fully equipped with all infrastructure such as furniture, blackboards, teaching kits, tat-pattis etc.

Another aspect which has to be given due attention is to ensure that the number of teachers also rises to meet the requirements of the new schools on one hand and try and achieve the optimum teacher pupil ratio on the other. Thus the number of teachers too has been consistently rising over the years. To provide well trained teachers the Parishad schools are employing those teachers who have received teachers training. And to keep improving their teaching skills the teachers are regularly provided on job training in the DIET's and BRC's. Lately NPRC's too have been established and all this calls for additional resources.

To coordinate the programme of primary education we have the Basic Shiksha Parishad with its headquarters in Allahabad and offices in each district where staff includes Basic Shiksha Adhikari, and a number of Assistants under him and other office staff. Besides this the State government has introduced a scheme of scholarships and free distribution of rations to provide incentives for increasing the enrolment rates. The books prescribed in the schools are published by the government and sold at highly subsidised rates such that the children of the lowest economic strata may also have access to them.

All these times of expenditure when added up work out to a huge amount and go towards the social cost of education. If we work out this cost on a per student basis the figure will be substantial. However, as against this an individual belonging to the general caste is paying only Rs.1.10 or Rs 1.20 per month towards the education of his child and the children of SC/ST families are virtually paying nothing. It, therefore, becomes necessary that parents should appreciate the fact that the cost of education should not merely be calculated by them in terms of the private cost which they incur but in terms of its social cost as well and should therefore take an active participation in this programme of the government aimed at Universalisation of Elementary Education. In fact this aspect should also be stressed on the teachers who are working in the Parishad schools as well. It is only through the active participation of teachers and parents alone that the state will be able to achieve full enrolment, minimum drop-out rates and Universalisation of Elementary Education.

Assessment of the Level of Learning Among Children

We had conducted interviews of parents in order to have their opinion about the school in which their children were studying. Like-wise we also interviewed the teaching staff of each of our selected schools (both Parishad and Private) and obtained their views regarding those advantages which

their school enjoys over the other category of school. This does allow us to draw some inferences about the two categories of schools and the type of education which they are providing. However we were interested in gaining first hand information about the quality of education which the schools are providing and for this the best possible method was to directly test the children studying in different classes from different schools and asses their levels of learning. In order to make such an asesment we asked children questions related to mathematics and Hindi in the Parishad schools and also in English to the children of the Private schools.

From the respetive class teachers we gathered information about what the children of their class were expected to know in each subject and this formed the basis of the tests which we conducted. It must be pointed out that it was not a very elaborate test but an effort to try and see how far the children had grasped what had been taught to them. Therefore the tests conducted were mainly oral tests and in some cases we asked the children to write the spellings of words or to solve some mathematics sums on the black board.

In most of the schools we posed a question to the class in general and asked those children to raise their hands who could answer the question. From such children we randomly selected a few and asked them to give the answer. Besides this we directly asked some children questions as well. In

this way we tested around ten children from each class. We then made our assessment about their level of learning. In maths the questions were mainly related to tables while in Hindi and English it revolved around spellings, reading and recitation of poems.

On the basis of the performance of the children we found that the children's performance in the tests was much better in the Private schools as compared to the Parishad schools.

In the case of Parishad schools in general the levels of learning were rather low since only around 30 per cent of the children in different classes could give correct answers to our questions. There were, however, variations among classes but these variations were only minor. However when we look at variations among the schools three Parishad schools stood out as relatively much better ones since we received correct answers from around fifty per cent of the children whom we tested. Among these schools was a Parishad school from Kauri Ram block of Gorakhpur. In fact the principal of this school is the recipient of President's award on Teachers Day (1993). Under his supervision the school enjoys a healthy reputation in the district. The other two schools were in Nanauta and Nagal blocks of Saharanpur.

In the Private schools, on the other hand, the children's performance was very encouraging. Even in the relatively poor performance schools around 60 per cent

children gave correct answers. On the other hand the performance of one Private school from Jangal Kauria and one of Kauri Ram blocks in Gorakhpur and both the schools of Nanauta block, Saharanpur were outstanding and over 80 per cent of the children who were asked questions provided the correct answers.

Over and above the performance of the children in the tests we also observed that the Private schools were regularly checking the class work of the children and also giving home work on a regular basis to the students. In the Parishad schools except for the good schools identified above no other school was particular about checking class work or giving home work. Even in these relatively efficient schools the regularity in checking of exercise books was far below the Private schools. This possibly is another factor which has contributed toward the higher levels of learning in these Private schools.

On the basis of our assessment we may, therefore, conclude that the Private schools are providing better quality education as compared to the Parishad schools. However, what is also brought out from the observations is the fact that if a particular headmaster or teacher is efficient his/her efficiency is reflected in the performance of the school and its children.

Table II.1 : Details About the School

Details about the Buildings	GORAKHPUR		SAHARANPUR	
	Parishad	Private	Parishad	Private
1. (a) Own Building	6	5	6	5
(b) Rented Building	0	1	0	1
2. Number of Rooms				
(a) Two	0	1	2	0
(b) Three	1	0	1	1
(c) Four	2	0	1	1
(d) Five & more	3	5	2	4
3. Type of Building				
(a) Pucca	4	3	3	6
(b) Partly Pucca	2	3	3	0
4. Toilet				
(a) Yes	5	3	6	5
(b) No	1	3	0	1
5. Drinking Water				
(a) Yes	5	6	6	6
(b) No	1	0	0	0
6. Play Ground				
(a) Yes	5	5	4	4
(b) No	1	1	2	2
7. Electricity				
(a) Yes	0	2	0	4
(b) No	6	4	6	2
8. Sitting Arrangement				
(a) Chair (No.)	63	63	47	50
(b) Benches (No.)	0	415	0	456
(c) Tat Patti (No.)	364	0	137	35
9. Playing Material				
(a) Yes	4	5	5	4
(b) No	2	1	1	2

Table II.2 : Details About the Teachers

Details about the Teacher	GORAKHPUR		SAHARANPUR	
	Parishad	Private	Parishad	Private
0	1	2	3	4
1. No. of Teachers Per Schools				
(a) Upto - 3	0	0	1	0
(b) 4 - 5	0	1	3	4
(c) 6 - 7	1	3	2	1
(d) 8+	5	2	0	1
Average teacher per Schools	8.83	6.83	5.17	5.50
2. % of distribution of teacher by sex				
(a) Male	50.94	85.37	67.74	63.64
(b) Female	49.06	14.63	32.26	36.36
3. % of Trained teachers				
	88.68	41.46	96.77	9.09
4. Teachers according to pay scales (Rs.)				
(a) 1350 - 2050	6	-	6	-
(b) 1100 - 1850	41	-	24	-
(c) 850 - Fix	6	-	1	-
(d) Upto 500	-	27	-	10
(e) 500 - 1000	-	6	-	13
(f) 1000 - 1500	-	-	-	10
(g) 1500 +	-	8	-	-
5. % Duration of Training				
(a) 6 days	0	-	29.03	-
(b) 7 days	83.02	-	-	-
(c) 8 days	-	-	6.45	-
(d) 12 days	15.9	-	-	-
(e) 18 days	-	-	41.94	-
(f) 20 days	-	-	9.68	-
(g) 24 days	-	-	12.90	-

Contd.../-

Table II.2 (Contd.)

	0	1	2	3	4
6. Are Teacher Atten- ding school regu- larly					
(a) Yes		3	6	4	6
(b) No		3	0	2	0
7. Average Number of days teachers were on leave last year		18.81	15.80	15.26	9.30

Note : Neither in Parishad or Private Schools diary is maintained.

Table II.3 : Details of Enrolment Appearing in Annual Exam
 Passing Students and Drop-out in 1996-97

(in Percentage)

CLASS I

Enrolment/Dropout etc.	GORAKHPUR		SAHARANPUR	
	Parishad	Private	Parishad	Private
Enrolment	100.00	100.00	100.00	100.00
General Caste	23.06	28.93	29.34	53.81
SC/ST	54.23	24.08	46.84	21.19
O B C	22.71	46.99	23.82	25.00
Appearing in Annual Exam.	72.49	96.65	84.12	93.22
General caste	85.23	97.11	82.87	92.13
SC/ST	70.53	95.14	83.04	95.00
O B C	64.23	97.15	87.76	94.07
Passing Students	94.94	99.48	83.04	97.05
General Caste	98.67	99.40	84.67	97.44
SC/ST	94.52	99.27	80.00	96.84
O B C	91.02	99.63	86.82	96.40
Droup Out	27.15	3.35	15.88	6.78
General Caste	14.77	2.89	17.13	7.87
SC/ST	29.47	4.86	16.96	5.00
O B C	35.77	2.85	12.24	5.93

Table II.4 : Details of Enrolment Appearing in Annual Exam
 Passing Students and Drop-out in 1996-97
 (in Percentage)

CLASS II

Enrolment/Dropout etc.	GORAKHPUR		SAHARANPUR	
	Parishad	Private	Parishad	Private
Enrolment	100.00	100.00	100.00	100.00
General Caste	27.19	28.82	27.83	61.03
SC/ST	54.11	19.39	48.35	26.15
O B C	18.70	51.79	23.82	12.82
Appearing in Annual Exam.	88.46	94.64	89.86	100.00
General caste	86.34	96.46	91.53	100.00
SC/ST	89.71	97.37	91.22	100.00
O B C	87.94	92.67	85.15	100.00
Passing Students	94.90	97.57	89.24	100.00
General Caste	95.48	97.25	90.74	100.00
SC/ST	93.44	97.30	89.84	100.00
O B C	98.39	97.87	86.05	100.00
Droup Out	11.54	5.36	10.14	-
General Caste	13.66	3.54	8.47	-
SC/ST	10.29	2.63	8.78	-
O B C	12.06	7.39	14.85	-

Table II.5 : Details of Enrolment Appearing in Annual Exam
 Passing Students and Drop-out in 1996-97
 (in Percentage)

CLASS III

Enrolment/Dropout etc.	GORAKHPUR		SAHARANPUR	
	Parishad	Private	Parishad	Private
Enrolment	100.00	100.00	100.00	100.00
General Caste	29.38	21.96	26.25	61.22
SC/ST	53.42	21.96	45.51	20.09
O B C	70.20	56.08	28.24	18.69
Appearing in Annual Exam.	90.82	94.83	96.68	100.00
General caste	93.18	100.00	100.00	100.00
SC/ST	90.00	95.29	96.35	100.00
O B C	89.32	92.63	94.12	100.00
Passing Students	95.95	98.64	91.41	100.00
General Caste	96.95	97.65	91.14	100.00
SC/ST	96.87	100.00	93.18	100.00
O B C	91.30	98.51	88.75	100.00
Droup Out	9.18	5.17	3.32	-
General Caste	6.82	-	-	-
SC/ST	10.00	4.71	3.65	-
O B C	10.68	7.37	5.88	-

Table II.6 : Details of Enrolment Appearing in Annual Exam
 Passing Students and Drop-out in 1996-97
 (in Percentage)

CLASS IV

Enrolment/Dropout etc.	GORAKHPUR		SAHARANPUR	
	Parishad	Private	Parishad	Private
Enrolment	100.00	100.00	100.00	100.00
General Caste	30.66	27.35	28.44	59.04
SC/ST	56.60	20.23	46.33	24.47
O B C	13.74	52.42	25.23	16.49
Appearing in Annual Exam.	92.39	93.73	98.17	99.47
General caste	82.76	98.96	100.00	99.10
SC/ST	96.96	95.77	97.03	100.00
O B C	95.38	90.22	98.18	100.00
Passing Students	99.08	99.39	94.86	99.47
General Caste	100.00	98.95	96.77	100.00
SC/ST	100.00	98.53	93.88	97.83
O B C	93.55	100.00	94.44	100.00
Droup Out	7.61	6.27	1.83	0.53
General Caste	17.24	1.04	-	0.90
SC/ST	3.04	4.23	2.97	-
O B C	4.62	9.78	1.82	-

Table II.7 : Details of Enrolment Appearing in Annual Exam
 Passing Students and Drop-out in 1996-97
 (in Percentage)

Enrolment/Dropout etc.	CLASS V			
	GORAKHPUR		SAHARANPUR	
	Parishad	Private	Parishad	Private
Enrolment	100.00	100.00	100.00	100.00
General Caste	21.18	24.67	22.75	60.33
SC/ST	53.93	22.57	42.52	19.24
O B C	24.89	52.76	34.73	20.43
Appearing in Annual Exam.	99.34	91.08	98.80	99.76
General caste	100.00	97.87	94.74	99.61
SC/ST	98.79	97.67	100.00	100.00
O B C	100.00	85.07	100.00	100.00
Passing Students	99.78	99.42	100.00	100.00
General Caste	100.00	98.91	100.00	100.00
SC/ST	99.59	100.00	100.00	100.00
O B C	100.00	99.42	100.00	100.00
Droup Out	0.66	8.92	1.20	0.24
General Caste	-	2.13	5.26	0.39
SC/ST	1.21	2.33	-	-
O B C	-	14.93	-	-

Table II.8 : Details from the Bal Gadana Register
(only Parishad Schools)

(Percentage Distribution)

Details of children in 6 - 11 age group	GORAKHPUR					SAHARANPUR				
	1992-93	1993-94	1994-95	1995-96	1996-97	1992-93	1993-94	1994-95	1995-96	1996-97
Total Children in 6 - 11 years age Group										
Boys	59.82	59.10	60.12	57.91	57.47	56.23	60.31	57.40	57.03	57.50
Girls	40.18	40.90	39.88	42.09	42.53	43.77	39.69	42.60	42.97	42.50
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Children Attending School (Enrolment Rates)										
Boys	74.48	84.27	68.93	81.68	84.71	83.55	86.06	85.92	83.75	91.19
Girls	62.27	64.66	72.24	81.40	77.91	85.08	82.64	85.16	83.55	89.78
Total	69.57	76.25	70.25	81.57	81.53	84.71	84.71	85.59	83.66	90.59

Table II.9 : Class-wise Average Number of Students

Classes	GORAKHPUR		SAHARANPUR	
	Parishad	Private	Parishad	Private
Class I	177	100	103	79
Class II	126	65	71	33
Class III	73	65	50	36
Class IV	79	59	36	30
Class V	76	63	28	70
Teacher/Student Ratio	65	51	56	45

Table II.10 : Class-wise Attendance Pattern (%) for
the Period of October-December, 1997

Classes	GORAKHPUR		SAHARANPUR	
	Parishad	Private	Parishad	Private
Class I	82.10	82.12	79.83	85.05
Class II	81.23	80.89	78.11	86.21
Class III	79.72	90.15	86.77	85.72
Class IV	80.51	90.40	85.70	83.62
Class V	79.58	85.41	88.30	95.55
Classes I - V	80.92	86.07	82.16	87.75

Table II.11 : Details of Scholarship (1996-97)

District	Scholarship				Total Amount (Rs.)
	SC/ST	O B C	Muslim	H C	
<u>GORAKHPUR</u>					
Parishad	831	15	113	3	141912
Private	279	3	-	3	41148
<u>SAHARANPUR</u>					
Parishad	706	15	276	-	135648
Private	262	15	152	-	61776

Mid-day Meal - All children getting 3 kg. per moth (80% Attendance)

Scholarship - Rs.144 per annum per child paid yearly in most cases.

Since last year the scholarship amount for muslim students has been raised to Rs.300 per annum.

Table II.12 : Other Facilities provided by Schools

Types of Facilities	GORAKHPUR		SAHARANPUR	
	Parishad	Private	Parishad	Private
Maths and Science Kits				
Yes	5	0	4	0
No	1	6	2	6
Regular Demonstration of the Kits				
Yes	1	0	2	0
No	4	6	2	6
Teachers have received training for demonstration				
Yes	6	0	2	0
No	0	6	4	6
Reasons for not giving Regular Demonstration				
1. No training received by teacher	4	0	2	0
2. Lack of knowledge	3	0	0	0
3. Shortage of teacher, and other burden of curriculum	3	0	2	0
4. Poor condition of kits	2	0	1	0
Stories, Books from World Bank				
Yes	5	0	6	0
No	1	6	0	6

Table II.13 : Comparative Picture of Fees Between
Parishad and Private Schools

Charges under different heads	(Rs. per month)			
	Parishad Schools		Private Schools	
	General children	SC/ST children	Gorakh- pur	Saharan- pur
Admission Fees	-	-	3.82	2.57
Tution	-	-	21.33	28.33
Examination Fees	-	-	0.42	1.46
Development Fees	1.00	-	-	-
Games Fees				
(a) Class I to III	0.10	0.10	-	-
(b) Class IV & V	0.20	0.20	-	-
Average monthly fees			25.57	32.36
(a) Class I to III	1.10	0.10		
(b) Class IV & V	1.20	0.20		

Table II.14 : Ways and Means adopted by Schools to increase enrolment and check drop-outs

Ways and Means	GORAKHPUR		SAHARANPUR	
	Parishad	Private	Parishad	Private
<u>Efforts to Increase Enrolment</u>				
1. No efforts	3	2	2	1
2. By contacting parents	4	5	4	5
3. Discuss in VEV meeting	2	-	2	-
4. By Motivating children	1	-	2	2
5. By giving the school proper publicity	-	3	-	3
<u>Check Drop-out</u>				
1. No efforts	3	2	2	1
2. Contract to parents	3	3	2	5
3. Discuss in VEC meeting	1	-	2	-
4. Discuss in parents/ teachers meetings	-	1	-	4
<u>Reasons for Drop-out</u>				
1. Poverty	3	5	4	4
2. Parents do not take interest	2	2	4	1
3. Engaged in HH activity	5	2	4	3
4. No interest of child	2	-	-	-
5. Lack of teacher and sitting arrangement	2	-	1	-

Table II.15 : Headmaster's/Teacher's Perception

Perceptions of Principal/Teacher	GORAKHPUR		SAHARANPUR	
	Parishad	Private	Parishad	Private
Parents show interest in education of Children				
Yes	2	5	3	5
No	4	1	3	1
Discrimination of Girl Child				
Yes	6	6	6	6
No	0	0	0	0
Meetings of Village education committee				
Regular	4	-	3	-
Irregular	2	-	3	-
VEC Looks into problem of the School/Teacher				
Yes	4	-	2	-
No	2	-	4	-
VEC assists in influen- cing enrolment and Drop- out				
Yes	2	-	2	-
No	4	-	4	-
Is on job training useful				
Yes	2	-	2	-
No	4	-	4	-
If Not Useful why				
(1) Over burden of curriculum	4	-	2	-
(2) Never assist by BRC co-ordinator	2	-	1	-
(3) Material are not available	2	-	2	-
Do Officials of BSA Office Inspect School Regularly				
Yes	6	4	6	6
No	0	2	0	0
Frequency of Inspection				
Monthly	3	-	3	2
Quarterly	2	2	1	2
Occasionally	1	2	2	2

Table II.16 : Problem faced by Headmasters/Teachers

Type of Problems	Parishad Schools		Private Schools	
	Gorakh- pur	Saharan- pur	Gorakh- pur	Saharan- pur
1. Problems Related to School Building				
(a) Poor Condition	2	2	2	1
(b) Insufficient Class rooms	6	3	3	2
(c) No boundary wall	3	2	-	1
(d) No play ground	2	1	2	2
(e) No electricity	3	2	3	3
(f) Shortage of lat-pattis	2	2	-	-
2. Problems Related to Teaching				
(a) Shortage of teachers	4	5	-	-
(b) Lack of interest in teaching	3	1	-	-
(c) Problem of curriculum	3	3	2	3
(d) Extra duties besides teaching	3	2	-	-
(e) Time wasted in connection with scholarship etc.	2	3	-	-
3. Other Misc. Problems				
(a) Lack of funds	-	-	5	4
(b) Non-functioning VEC	3	2	-	-
(c) Non-Cooperation from parents	2	-	2	2

Table II.17 : Advantagtes of One School over the Other

Advantages	Parishad Schools		Private Schools	
	Gorakh- pur	Saharan- pur	Gorakh- pur	Saharan- pur
1. Why Do You Consider Your School Better				
A. With Respect to Teaching				
i) Better education provided	3	2	4	5
ii) Trained teachers	3	2	1	-
iii) Sufficient teachers	1	-	3	2
iv) Regular home work	1	-	4	3
B. Administrative Advantage				
i) Strictness in school timing	1	2	3	3
ii) Strictness with teachers	1	-	2	1
iii) Stress on discipline	1	2	4	3
iv) Attendance taken twice daily	-	-	1	1
C. Exclusive Advantage				
i) Provision of free rations	3	3	-	-
ii) Extra curricular activities	-	1	4	3
iii) Computer facilities	-	-	-	1
2. What Advantage Does the Other Type of School Enjoy				
i) Better discipline	2	2	-	-
ii) Compulsary School dress	3	2	-	-
iii) Extra curricular activities	2	3	-	-
iv) Higher emoluments of teachers	-	-	2	3
v) Trained teacher	-	-	2	3
vi) Provision of rations	-	-	3	3
vii) No specific advantage	2	2	3	1

[illegible]

CHAPTER III

PARENTS AND THEIR PERCEPTION ABOUT THE SCHOOL

As has already been indicated earlier, we selected ten parents from each of the Parishad and Private school which we selected in Gorakhpur and Saharanpur. We collected information from them with the help of a structured questionnaire about their background, details of their children who were in primary schools and their perception about the school where their children were enroled. In this chapter, therefore, we present an analysis of these different aspects. A total of six Parishad and six Private schools were selected from each district and so our sample constituted of a total of 240 parents.

Background of the Respondents

We had made a deliberate attempt to have in our sample, as far as possible, a proper representation of different castes and religions. In some schools we were faced with the problem of finding children of one caste or the other. On the whole therefore out of the total of 120 parents whom we surveyed from Parishad and Private schools there were 99 Hindus and 21 Muslims from each category. In the case of the two districts individually there were some variations as can be seen from Table III.1 . As far as caste-wise breakup of

the Hindu households was concerned we had around 35 per cent households belonging to the high caste, around 38 per cent belonging to the SC/ST group and the rest from other backward classes in our overall sample. Here too there were some minor variations between districts.

Our respondents were found to be concentrated in the age group 35 to 45 years. The only exception was in the case of respondents from Saharanpur whose children were enrolled in Private schools. On the whole the average age among the respondents was just below 40 years in the case of those whose children were going to Parishad schools and just over 38 years in case of those whose children were studying in private schools.

As far as the educational levels of the respondents is concerned it was encouraging to note that those who were illiterate constituted 18.33 and 8.37 per cent sample respectively from the Parishad and Private schools. The proportion of illiterates was found to be relatively higher in our sample in Saharanpur. Maximum concentration of respondents was in the group which had education between class VI and class X and constituted around 37.5 per cent of the sample in both categories. The respondents having an educational level above High School was higher among the respondents whose children were in Private schools (36.67 per cent) as compared to those whose children were enrolled in Parishad schools (19.17 per cent).

In order to bring out the differences between the Parishad and Private schools we have tabulated the entire information such that the same information is available for parents whose children are enrolled in Parishad and Private schools separately. In our analysis therefore we will simply mention Parishad schools and Private schools which will automatically mean that reference is being made of the parents whose children are studying in Parishad and Private schools respectively.

Table III.2 provides information regarding size of land holdings, occupation and income levels of our respondents. Around 40 per cent of the respondents from both Parishad and Private schools were landless. Those having a land holding below 2.5 acres was 41.67 and 35.00 per cent respectively from the two categories of respondents and those having land holdings in excess of 2.5 acres constituted 18.33 and 25.83 per cent of the sample respectively among the Parishad and Private schools. The average land holding size worked out to be 1.27 and 1.77 acres respectively between the two categories. There are wide variations between the two districts and our sample was concentrated in the land holding size below 2.5 acres in the case of Gorakhpur and in the landless category in the case of Saharanpur. As far as primary occupation of the respondents is concerned it was mainly cultivation, non-agricultural labour, service and self employment. A small number of agricultural labourers (three in the entire sample) and of those running a dairy (four in

the entire sample) were also found. Among the respondents of the Parishad schools of Gorakhpur the main primary occupation was cultivation (36.67 per cent) while the share of those engaged in service, self-employed or working as non-agricultural labourers was similar. In the case of the private schools of Gorakhpur the heaviest concentration of respondents was found in the service category (33.33 per cent) followed by cultivation and self-employed (around 28 and 27 per cent respectively).

In the case of Saharanpur on the other hand, one thirds of the respondents from Parishad schools were non-agricultural labourers while around 23 and 21 per cent respondents were self employed and cultivators. In the case of Private schools, however, almost half the respondents were self-employed.

As far as secondary occupation is concerned it was found that in the Parishad and Private schools around 68.33 and 70 per cent respondents had a secondary occupation with a very heavy concentration in cultivation. As compared the corresponding percentages for Saharanpur were only 18.33 and 26.67 respectively.

The average income fluctuated between Rs.27.5 thousand to Rs.38.5 thousand per year in the two districts and was found to be slightly higher in the case of Private schools in both districts. On the whole therefore the average annual income of respondents worked out to be Rs.28.7 and Rs.36.2

thousand respectively among the respondents from Parishad and Private schools.

When we look at the demographic structure of the households surveyed by us we found that in the households of both the districts females outnumbered their male counterparts. The average household size was found lowest among the respondents from Private schools of Gorakhpur and was highest in the Parishad schools of Saharanpur. The overall average household size was 5.11 in the case of the Parishad respondents and 4.84 in the case of Private respondents. Maximum number of the household members were found concentrated in the age group 5 to 15 years and was followed by the age group 16 to 55 years. It was encouraging to note that the level of literacy was quite high among the households. In Gorakhpur it was 64 and 68 per cent respectively among the Parishad and Private households and the corresponding figures in the case of Saharanpur were 64.5 and 69.5 per cent respectively. Among the literates a maximum number was of those who had received education upto the primary level.

As a result of the concentration of the population in the age group 5-15 years we found the number of students to be the highest when we divided this population according to activity status. The share of work force was 30 and 33 per cent in the Parishad and Private households of Gorakhpur and 30 and 31 per cent respectively in the case of Saharanpur.

In the case of Gorakhpur the primary occupation of the members of the households for both Parishad and Private households was mainly cultivation but in the case of Saharanpur it was agricultural labour, non-agricultural labour and self-employment. In the case of Gorakhpur 3 persons reported to have a secondary occupation whereas this number was only one in the case of Saharanpur. The average income per household from the earnings of working members, besides the respondent, is not a very high figure since the number of employed persons is limited. In the case of Gorakhpur the average household income worked out to be Rs.3380 and Rs.3713 per annum for the Parishad and Private households respectively and the corresponding figures for Saharanpur were Rs.3780 and Rs.4610 respectively. The detailed information with respect to demographic structure of the selected households is presented in Table III.3.

Income and Expenditure Pattern of Households

It has already been pointed out earlier that the respondents and their employed family members are engaged in different activities. The average household income which accrues from different sources is presented in Table III.4.

When we look at Gorakhpur the households having children enrolled in Parishad schools had a maximum share of their income coming from cultivation (39 per cent). The second important category being service (26 per cent) and self-employment (19.5 per cent). Among the Private school

households the earnings from services had a share of 34 per cent which was slightly higher than that of cultivation (33 per cent). Self employment continued to occupy the third most important position with a contribution of (22.5 per cent).

The picture was slightly different in the case of the households of Saharanpur where the highest share was contributed by self employment and the shares were 31 and 46.5 among the Parishad and Private households respectively. Cultivation was next most significant with a share of 24 and 28 per cent respectively among the Parishad and private households. The third spot went to wages from non-agricultural labour in the case of Parishad households while among the private households this spot was held by the service sector. In both the districts we had a higher average household income among the private households as compared to the households of respondents whose children were studying in Parishad schools.

When we analyse the expenditure pattern of different households we observe that the bulk of the monthly expenditure relates to food which includes cereals and pulses and other food items. These two items taken together account for 64.88 and 60.84 per cent of the monthly household expenditures in the Parishad and Private households respectively in Gorakhpur. In the case of Saharanpur, on the other hand, the corresponding percentage were 70.52 and 65.58

per cent respectively. Since the average household income of the private households was higher as compared to the Parishad households in both Gorakhpur and Saharanpur, these households also have a higher expenditure pattern as well. As far as education is concerned the average expenditure on education is much higher in the case of those respondents whose children are going to Private schools as compared to those whose children are enrolled in Parishad schools. In fact the expenditure is twice as high in the case of Saharanpur but less than twice in Gorakhpur. On an average around 5 per cent of the expenditure of the Parishad households is being spent on education per month while in the case of private households the figure is around 7.5 per cent. We therefore observe that the households are spending a fair amount on the education of their children (for details please see Table III.5).

Detailed Information Pertaining to Education of Children

Among the sixty households of Gorakhpur whose children were going to Parishad schools we found a total of 110 children in the 6-11 year age group and of these 11 were not enrolled. Thus the enrolment rate was 90 per cent. But there were another 14 children who were either below 6 years or above 11 years who were enrolled in the school. On the whole therefore 113 children from these households were going to primary schools. In this way the enrolment rate among private households was almost 99 per cent since only one out

of the 91 children in the 6-11 year age group was not enrolled in any primary school. In Saharanpur the enrolment rates worked out to around 96 and 98 per cent among Parishad and Private households. In each category we found children below 6 years as well as above 11 years enrolled in primary schools. A very high percentage of the children were attending primary schools run by the Basic Shiksha Parishad either within the village or had to cover a maximum of one kilometer. The percentage of such children was as high as 98 and 97 per cent in Gorakhpur and Saharanpur respectively. This therefore confirms the fact that the government has made successful efforts towards its goal of providing a primary school within one kilometer of each village. As compared to this the spread of the Private schools is slightly less as the corresponding percentages for this category of schools being within the village or within one kilometer was 89 and 87 per cent in Gorakhpur and Saharanpur respectively (Table III.6).

Although the total number of non-enrolled children was very few we still asked their parents the reason for their non-enrolment. In this we got multiple responses. The most commonly stated reason was that although the child had attained school going age the parents considered their child too small to be sent to school. The other factors cited were economic condition of the respondent and that the child was not interested in going to school and consequently they too had not made any effort at persuading him to study.

While the figures relating to enrolment rates were encouraging it was also encouraging to note that among the households surveyed by us the drop-out cases too were very few. We got only 4 cases of drop-outs from each of the 60 Parishad households in Gorakhpur and Saharanpur while among the private households this number was only 3 and 1 in the case of the two districts respectively (see Table III.7). Once again we received multiple answers on investigating the reasons behind these drop-outs. The reasons cited were lack of interest of the child in studies and so his failing regularly and the economic condition of the household. Some of the other reasons being that the child is either a bread earner in the household or that he generally remains sick and so had to drop out before completion of primary education. The high enrolments and low drop-outs can be attributed to the fact that a high percentage of our respondents were found to be literate. They are, therefore, aware of the significance of education.

While it is essential to have a high level of enrolment, it is not by itself a sufficient condition to ensure that child will attain proper education. What is equally, if not more important is that the child should attend school regularly. We, therefore, enquired from both the category of parents whether their children were attending school regularly or not and reasons for their irregularity. This has been tabulated and presented in Table III.8. The children attending Private schools were much more regular as

compared to ones enrolled in Parishad schools. In the case of parents from Parishad schools the percentage of those who claimed their children were going to school regularly was around 72 and 80 per cent respectively in Gorakhpur and Saharanpur. Whereas the corresponding percentages in Gorakhpur and Saharanpur among the private households was found to be 83 and 100 per cent respectively. The reasons for their irregularity were more than one. The boys for instance were mainly helping in agricultural activities and in grazing the cattle and while doing so they missed school. The girls were mainly attending school irregularly since they were looking after their very small brothers and sisters and doing other household chores. Some were even helping in agricultural operations as well. As a result of these activities which were keeping the children busy a few parents have said that the school timings force children to become irregular since school timings clash with the timings of these activities.

Parents Perception about Various Aspects of Schooling

In the analysis so far we analysed some of the details about the children who are studying in Parishad or Private schools such as enrolment, drop-outs and punctuality and the reasons behind non-enrolment, drop-outs and irregularity in school attendance. We will now focus our attention on some views which parents have expressed with respect to various aspects related to the Parishad and Privately run primary schools.

Table III.9 relates to parents perception related to regularity of teaching and home work in the two categories of schools and their contribution in helping their children in studies. What is brought out very clearly from the Table is that all the parents with children enroled in Private school have expressed satisfaction over the fact that the teaching is regular. This satisfaction was expressed in both the districts. As far as the Parishad schools are concerned the number of satisfied parents was only 35 per cent in Gorakhpur while in Saharanpur it was much higher at around 63 per cent. Even with respect to the system of giving home work the Parishad schools fare very badly as compared to the Private schools. In Gorakhpur for instance no parent from Parishad school reported of home work being given regularly while only around one-third said that home work is being given occasionally. This therefore implies that in two-thirds of the Parishad school parents surveyed by us reported that no home work is being given to the children. The Parishad schools of Saharanpur are much better since around 23 per cent parents claim that regular home work is given and another one-third say that it is given occasionally. However when we look at the Private schools a completely different picture emerges. As many as 58 and 95 per cent parents from Gorakhpur and Saharanpur have reported that the privately run schools are very regular about giving children home work. In Gorakhpur another nearly 37 per cent parents have stated that home work is given occasionally. What is equally important

is that in these schools the home work is also checked regularly in the privately run schools of both districts.

Bye and large the parents are helping their children in their studies although the proportion of such parents is found to be higher among those whose children are going to Private schools. The reasons for not helping the child is illiteracy of parents or their pre-occupation in other activities which leaves parents with no time to help the children in doing their home work or studies in general.

In response to our queries as to whether the parents were satisfied with the school where their children were enroled we received a hundred per cent affirmative answers from the parents of Private schools in both the districts. Among the parents from Parishad schools only around 30 per cent and 57 per cent were satisfied from Gorakhpur and Saharanpur respectively (Table III.10). We received multiple responses about the reasons cited by parents for their dissatisfaction with the Parishad schools. The single most important factor emerging against these schools is that teaching is not proper and is followed by the complaint that teachers are irregular. Another important aspect which is left untouched in the Parishad schools in general is their indifference in maintaining proper discipline in school and teaching children etiquette and manners.

There were other aspects as well because of which the children were facing problem in school. These problems have

been identified in Table III.11. Here too we have listed the various problems which the child faces and once again we are faced with a multiple response situation. These problems mainly relate to teaching in Parishad schools. Teaching is adversely affected if teachers are absent, if teaching is irregular and if teachers are not good. Yet another problem faced by children of Parishad schools in both the districts is that there are not sufficient class rooms and consequently children face the problem of proper seating and teaching without the help of black boards. The other problems cited are no use of teaching kits, poor condition of the building and lack of play fields. These are the main problems of the Parishad schools in both districts. With respect to Private schools the parents from Saharanpur were mainly critical of schools not having play fields and insufficient class rooms. The number of problems are somewhat more in Gorakhpur and mainly relate to poor condition of school building, absence of teaching kits, seating problems as a result of lack of enough class rooms etc.

The parents are mainly satisfied with the location of the school although the percentage of satisfied parents is higher among the Private schools. The main cause for their dissatisfaction is the heavy traffic through which the children have to manage while going to school. Some parents were also dissatisfied since the locality of the school is not good. Likewise the parents are also satisfied with the general atmosphere prevailing in the school. Only four

parents from the Parishad schools of Gorakhpur were not happy on the ground that the school does not have a proper boundary wall and so unwanted persons frequently enter the premises of the school and create a nuisance.

Expenditure Pattern Per Child and Facilities Provided
by the Government in Schools

The Parishad schools charge no tuition fees as such. The only payment which parents have to meet monthly are rupee one every month by the way of development fees and ten paise in Class I to Class III towards games fees. Games fees from Class IV to Class V is twenty paise per month. Thus parents of Class I to III have to bear a monthly expenditure of Rs.1.10 and of other Classes Rs.1.20. However, in the case of SC/ST students they do not have to pay any development fees. Thus they have to pay either ten paise or twenty paise per month depending on their class. However, for our convenience we have shown this amount in the school fees column in Table III.12.

With no or negligible school fees in Parishad schools the main expenditure of the parents is on books, stationery and school dress. Even the schools do not insist on the children attending school in proper uniform. Thus the average monthly expenditure per child is barely Rs.27 in the case of Gorakhpur and just around Rs.17 in Saharanpur. As compared to this the parents are spending on an average Rs.21 and Rs.25 towards school fees alone in the Private schools of

Gorakhpur and Saharanpur. They are also spending a much higher amount on the school uniform of their children. The items of expenditure which are again exclusive to private schools are admission and examination fees and expenses met on private tuition. As a result of these additional expenses and higher expenses even on common items the parents in the case of Private schools are spending on an average Rs.68 and Rs.63 respectively per child in Gorakhpur and Saharanpur which is almost three times the expenditure in a Parishad school.

In order to encourage education and attain the goal of Universalisation of Elementary Education the government has chalked out some schemes of incentives through which the government hopes to improve enrolment rates and minimise drop-out rates particularly among the less privileged population. The primary schools being run by the Basic Shiksha Parishad is giving scholarships to all SC/ST children and some children belonging to other backward classes and Muslims. Those children receiving scholarship get Rs.144 each annually. In the government aided private schools too the provision of scholarship exists. Details of the scholarship is given in Table III.13.

Besides offering scholarships the Parishad schools are also providing 3 kilograms of rations per month to each student who is enrolled in a primary school run by them. The only condition which has to be fulfilled by each child is

that he must have a minimum attendance of 80 per cent each month. This scheme has certainly affected the enrolment levels but its main purpose is to get the three kilograms of rations. In fact the parents pressurise the school authorities to the extent that the rations have to be distributed whether or not the child has 80 per cent attendance. Thus the main objective for which the scheme was launched is being defeated.

School Activities and Parents Participation

We asked the parents about the regularity with which parent-teacher meetings are held and whether they attend these meetings. In the case of the Parishad schools in both Gorakhpur and Saharanpur the parent-teacher meetings are not being held since only four parents from each district have given a reply in the affirmative as to whether such meetings are held (Table III.14). Such meetings are however held with greater regularity in the Private schools in both the districts. However the frequency of such meetings is rather poor. It is mainly half-yearly or occasionally. Only in a few schools is it held monthly or quarterly.

As far as the parents participation in parent-teacher meetings is concerned it was found that a very high proportion of the parents of Saharanpur having their children in Private schools are attending these meetings regularly (85 per cent) while around 7 per cent attend them occasionally. In the case of Gorakhpur on the other hand the percentage of

parents attending meetings regularly is only 40 per cent and around 37 per cent are irregular as far as attending these meeting is concerned. Only three parents from among the Private schools of Gorakhpur and two from the Private schools of Saharanpur have accepted that they never attend the parent-teacher meetings because they do not have the time to attend them.

Out of those who have informed that the parent-teacher meetings are not being held, a very high percentage have admitted that they do not bother to visit the school on their own to find out about the progress and problems of their children.

In line with information about te parent teacher meetings we also enquired about meetings of the Village Education Committee and other programmes organised by schools. It was adequately brought out that only around 31 per cent of the respondents were aware about the existence of the Village Education Committee. It is only the Parishad schools where the Village Education Committee exercises some control. Among those who were aware of the Village Education Committee less than half reported that its meetings are being held regularly (Table III.15). As far as te role of the Village Pradhan is concerned as many as 90 per cent respondents in Gorakhpur and around 53 per cent in Saharanpur reported that the Pradhans do not take any interest in the activities of the school. The Village Education Committee

has a crucial role to play in improving the conditions of the schools' to ensure proper education and the Pradhan is the central figure in the VEC and his indifference will adversely effect the role which a VEC is expected to play. Only three parents from Gorakhpur have had the honour of attending a VEC meeting. The VEC, even when it does meet it is primarily to take care of the routine financial matters rather than to deliberate on the problems faced by the schools and work out ways to remove them.

We also asked parents whether they were participating in the cultural activities organised by the schools. The parents of Parishad schools generally do not attend such cultural programmes. In the case of Private schools however the response was much better. Almost two-third parents of Gorakhpur and over 83 per cent from Saharanpur regularly attend such functions.

Preference of Parents about School and Reasons

We asked all the parents to indicate their preference between Parishad and Private schools and to give the reasons behind their choice. The actual preference is indicated below (Table III.16).

It is interesting to note that while not a single respondent whose child was enrolled in a Private school preferred a Parishad school but among the respondents with children studying in Parishad schools about half of them

Table III.16 : Actual Preference of Respondents

Preferences of Respondents	Gorakhpur		Saharanpur		Total	
	Parishad Schools	Private Schools	Parishad	Private	Parishad	Private
Total Respondents	60	60	60	60	120	120
Those favouring Parishad schools	24	-	39	-	63	-
Those favouring Private schools	36	60	21	60	57	120

(both districts taken together) had a preference for the Private school. In Gorakhpur the percentage of such respondents was higher (60 per cent) as compared to Saharanpur (35 per cent). The reasons as to why they prefer either a Parishad school or a Private school are shown in Table III.17. Respondents have given multiple responses.

The primary reason why parents whose children are enrolled in Parishad schools prefer Parishad schools is because of free education, provision of giving rations and because the Parishad schools offer scholarships. In the opinion of some respondents they are even satisfied with the teaching which is provided in these schools. On the contrary those Parishad parents who feel Private schools are better

feel that the main reason why a Private school is better is that these schools impart good and proper education since teachers are good and punctual. Besides this the child becomes well mannered in Private schools. Some of the other reasons are that these schools have a good management, children are given home work regularly and that English is taught in them from Class I itself.

The respondents from Private schools have given maximum emphasis on the good and proper teaching as the primary factor behind their preference of a Private school. They are also impressed with the punctuality of the teachers, proper school management, the stress laid on good manners and the importance attached to English.

In Table III.17 we had seen the reasons for the choice of a school by parents whether or not the child was enrolled in the school of preference. We also asked them why they had sent their children to a Parishad school despite the fact that some had preference for a Private school. The reasons indicated by them centre around a few factors. These are that free rations are provided to the child every month; getting admission in a Parishad school is not only easy but that the child does not fail in Class I and II and so is assured of reaching Class III; there are no school fees except for nominal charge of less than Rs.1.5 (it is even less for SC/ST students; the SC/ST parents also showed preference since their children are entitled to scholarships.

During the course of our survey we found that in the case of some respondents they had children enroled in Parishad as well as Private schools. In Gorakhpur for instance eight respondents selected from Parishad schools had children studying in Private schools as well and two respondents selected from Private schools had children enroled in Parishad schools also. Similarly there were two respondents from each category in Saharanpur as well. The main reason for this was the insistance of the child to go to either a Parishad or Private school irrespective of where his other brother or sister was enroled. The other reason why not all children were sent to a Private school was the economic problem which acted as a constraint.

In the entire sample we found only three respondents who had changed the school of their child. All were in Saharanpur and had changed from Parishad to Private school because they were no satisfied by the teaching imparted in Parishad schools. Similaly we have only three respondents who have shown their inclination of changing the school from Parishad to a Private school as they too feel that the Private school offers better all round development of the child. All these respondents were from Gorakhpur.

It had been discussed earlier that there were very few cases of drop-outs in our sample households. Only half of them are interested in these children completing at least primary level education and for this they feel that their

children should get scholarships and free books besides free education.

The last section of the questionnaire was set aside to gain an insight into the parents views related to the measures which, according to them, would help in improving the standard of schools and teaching imparted in them. These views of the parents are being shown with the help of Table III.18. It is very evident from the table that the sets of priorities are very clearcut between the parents whose children are going to Parishad schools and those whose children are studying in Private schools.

It was only natural to expect that the improvements which parents desire in Parishad schools mainly relate to the quality of teaching. This has been expressed in a variety of ways such as regular good and proper teaching, provision of giving home work regularly, introduction of English from Class I itself, punctuality of teachers and regular inspection of the schools by the inspectors from the office of Basic Shiksha Adhikari. These are the views commonly expressed by parents from both Gorakhpur and Saharanpur. There is of course greater stress on one aspect or the other between the two districts.

In the case of Private schools, on the other hand, the areas of improvement primarily centre around those facilities which are being offered in the Parishad schools but are not available to their children in Private schools. These include provision of rations, teaching kits of science and

maths and scholarships. Some parents feel that even the children from economically weaker sections of general population should be entitled to these scholarships.

The only factor that was common between both categories of parents was that free books should also be provided to the children in primary schools whether run by the Parishad or Private institutions.

Table III.1 : General Information about Respondents

Information about Respondents	<u>Gorakhpur</u>		<u>Saharanpur</u>		<u>Total</u>	
	Parishad Schools	Private Schools	Parishad Schools	Private Schools	Parishad Schools	Private Schools
Total Respondents	60	60	60	60	120	120
<u>Religion</u>						
Hindu	50	52	49	47	99	99
Muslims	10	8	11	13	21	21
<u>Caste</u>						
General	18	19	16	17	34	36
SC/ST	19	19	19	19	38	38
OBC	13	14	14	11	27	25
<u>Age Group</u>						
Below 35 years	11	13	19	27	30	40
35 - 45 years	32	35	31	22	63	57
45 - 55 years	14	11	7	7	21	18
Above 55 years	3	1	3	4	6	5
Average Age	40.72	38.78	38.45	37.72	39.58	38.25
<u>Education</u>						
Illiterate	9	3	13	7	22	10
Can read & write	5	1	3	1	8	2
Upto Class V	7	10	15	9	22	19
Class VI to X	22	17	23	28	45	45
Above X	17	29	6	15	23	44
<u>Total Children</u>						
Parishad schools	105	2	133	2	238	4
Private schools	8	97	2	105	10	202

Table III.2 : Land-Holding, Occupation and Income of Respondents

Details about Respondents	Gorakhpur		Saharanpur		Total	
	Parishad Schools	Private Schools	Parishad Schools	Private Schools	Parishad Schools	Private Schools
Number of Respondents	60	60	60	60	120	120
<u>Land Holding Size</u>						
Landless	8	9	40	38	48	47
Below 2.5 Acres	37	35	13	7	50	42
Above 2.5 Acres	15	16	7	15	22	31
Average Size	1.67	1.82	0.47	1.23	1.27	1.77
<u>Primary Occupation</u>						
Cultivation	22	17	13	12	35	29
Agricultural Labour	1	-	1	1	2	1
Non-agricultural Labour	12	5	20	10	32	15
Service	11	20	11	8	22	28
Self-employed	13	16	14	29	27	45
Dairy	1	2	1	-	2	2
<u>Secondary Occupation</u>						
Cultivation	30	32	7	10	37	42
Agricultural Labour	-	-	-	-	-	-
Non-agricultural Labour	-	-	-	-	-	-
Service	2	1	-	2	2	3
Self-employed	1	5	1	2	2	7
Dairy	8	4	3	2	11	6
<u>Average Annual Income</u>						
Primary Occupation	24265	26860	25459	33963	24862	30412
Secondary Occupation	5469	7098	2117	4510	3793	5804
Total	29734	33958	27576	38473	28655	36216

Table III.3 : Demographic Structure of the House Hold
(Excluding the Respondents)

Details about Households	Gorakhpur		Saharanpur		Total	
	Parishad Schools	Private Schools	Parishad Schools	Private Schools	Parishad Schools	Private Schools
0	1	2	3	4	5	6
<u>Size of Family</u>						
Male	136	122	139	134	275	256
Female	158	159	180	166	338	325
Total	294	281	319	300	613	581
Average Households Size	4.90	4.68	5.32	5.00	5.11	4.84
<u>Age Groups</u>						
Below 5 years	33	22	30	41	63	63
5 - 15 years	152	148	180	144	332	292
16 - 55 years	106	102	100	110	206	212
Above 55	3	9	9	5	12	14
<u>Marital Status</u>						
Married	76	74	69	78	145	152
Un-married	217	206	245	219	462	425
Widow/Widower	1	1	5	3	6	4
<u>Education</u>						
Illiterate	94	67	95	85	189	152
Can read & write	12	24	12	7	24	31
Upto Class V	119	98	158	128	277	226
Class VI to X	43	69	47	61	90	130
Above X	26	23	7	19	33	42
<u>Activity Status</u>						
Child	45	26	40	45	85	71
Student	159	160	169	147	328	307
Employed	29	34	36	33	65	67
Unemployed	5	10	6	5	11	15
Housewife	55	50	62	67	117	117
Aged/Retired	1	1	6	3	7	4

Contd.../-

Table II.3 (Contd.)

	0	1	2	3	4	5	6
<u>Primary Occupation</u>							
Cultivation	17	23	5	7	22	30	
Agricultural							
Labour	-	3	10	4	10	7	
Non-agricultural							
Labourer	1	4	9	9	10	13	
Service	2	2	3	4	5	6	
Self-employed	5	1	6	8	11	9	
Dairy	4	1	3	1	7	2	
<u>Secondary Occupation</u>							
Cultivation	2	3	-	-	2	3	
Dairy	1	2	-	1	1	3	
<u>Average Household</u>							
Income of those							
Employed (p.a.)	3380	3713	3780	4610	3580	4161	

Table III.4 : Average Household Income from Different Sources (Per annum)
(Amount in Rs.)

Source of Income	Gorakhpur		Saharanpur		Total	
	Parishad Schools	Private Schools	Parishad Schools	Private Schools	Parishad Schools	Private Schools
Cultivation	12942 (39.09)	12554 (33.33)	7467 (23.77)	12223 (28.37)	10204 (31.66)	12389 (30.68)
Agricultural Labour	190 (0.57)	285 (0.76)	960 (3.05)	460 (1.07)	575 (1.78)	373 (0.92)
Non-agricultural Labour	2952 (8.91)	1920 (5.10)	6160 (19.61)	3040 (7.05)	4526 (14.04)	2480 (6.14)
Service	8750 (26.42)	12797 (33.97)	5362 (17.07)	7060 (16.39)	7056 (21.89)	9928 (24.59)
Self-employment	6500 (19.63)	8517 (22.60)	9840 (31.32)	20030 (46.49)	8170 (25.34)	14273 (35.36)
Dairy	1780 (5.38)	1090 (2.89)	1627 (5.18)	270 (0.63)	1704 (5.29)	680 (1.68)
Pension	-	508 (1.35)	-	-	-	254 (0.63)
Total Average Income	33114 (100.0)	37671 (100.0)	31416 (100.0)	43083 (100.0)	32235 (100.0)	40377 (100.0)

Note : Figures in parenthesis are percentages to total.

Table III.5 : Average Household Expenditure on Different Heads

(Rs. Per Month)

Items of Expenditure	Gorakhpur		Saharanpur		Total	
	Parishad Schools	Private Schools	Parishad	Private	Parishad	Private
Food Items	1060	1133	1077	1128	1069	1130
Cereals & Pulses	(41.35)	(41.18)	(47.21)	(40.29)	(44.12)	(40.70)
Other Food Items	603	541	532	708	568	624
	(23.53)	(19.66)	(23.31)	(25.29)	(23.44)	(22.48)
Fuel and Lighting	137	157	120	151	129	154
	(5.35)	(5.70)	(5.26)	(5.39)	(5.32)	(5.55)
Toilet Items	18	26	19	30	18	28
	(0.70)	(0.94)	(0.83)	(1.07)	(0.74)	(1.01)
Clothing	246	266	160	198	203	232
	(9.60)	(9.67)	(7.01)	(7.07)	(8.38)	(8.36)
Education	129	207	100	204	115	206
	(5.03)	(7.52)	(4.38)	(7.29)	(4.75)	(7.42)
Entertainment	101	130	69	86	84	108
	(3.94)	(4.72)	(3.02)	(3.07)	(3.47)	(3.89)
Social Customs	135	163	81	109	108	136
	(5.27)	(5.92)	(3.55)	(3.89)	(4.46)	(4.90)
Misc. Expenditure	134	129	124	186	129	158
	(5.23)	(4.69)	(5.43)	(6.64)	(5.32)	(5.69)
Total Monthly Expenditure	2563	2752	2282	2800	2423	2776
	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)

Note : Figures in parenthesis are percentages to total.

Table III.6 : Details About Education of Children

Details About Education	Gorakhpur		Saharanpur		Total	
	Parishad Schools	Private Schools	Parishad Schools	Private Schools	Parishad Schools	Private Schools
Total Children in 6-11 years age	110	91	126	93	236	184
Boys in 6-11 years age	63	48	68	54	131	102
Girls in 6-11 years age	47	43	58	39	105	82
Total Children Enrolled in Primary	113	99	135	107	248	206
Boys	65	55	74	63	139	118
Girls	48	44	61	44	109	88
Total Number of Non-enrolled Children	11	1	5	2	16	3
Boys	11	1	2	1	13	2
Girls	-	-	3	1	3	1
<u>Location of Schools</u>						
Within village	64	53	110	76	174	129
Within 1 km.	47	36	21	17	68	53
Above 1 km.	2	10	4	14	6	24
No. of Children enrolled who are not in the 6-11 age group	14	9	14	16	28	25
Boys	13	8	8	10	21	18
Girls	1	1	6	6	7	7

Table III.7 : Details About Drop-out Before Primary Education

Droup-Out and Reasons	Gorakhpur		Saharanpur		Total	
	Parishad Schools	Private Schools	Parishad Schools	Private Schools	Parishad Schools	Private Schools
Total No. of Drop-out cases	4	3	4	1	8	4
No. of Boys who dropped out	1	-	-	1	1	1
No. of Girls who dropped out	3	3	4	-	7	3
<u>Reasons for Drop-out</u>						
Child not inter- est in studies	2	1	-	1	2	2
Economic problems	2	-	4	-	6	-
Child is an earner	-	1	1	-	1	1
Failing regularly	3	-	-	-	3	-
Child is sickly	-	1	-	-	-	1
Bad behaviour of teachers						
Any other						

Table III.8 : Regularity of the Child in Attending School

Regularity in Attending Schools	<u>Gorakhpur</u>		<u>Saharanpur</u>		<u>Total</u>	
	Parishad Schools	Private Schools	Parishad Schools	Private Schools	Parishad Schools	Private Schools
<u>Do Children go to School Regularly</u>						
Yes	43	50	48	60	91	110
No	17	10	12	-	29	10
<u>Reasons for Irregularity</u>						
Help in Agriculture	7	8	3	-	10	8
Help in Grazing	3	2	1	-	4	2
Help in House- hold work	15	9	11	-	26	9
Timing not suitable	3	-	1	-	4	-
Average Number of days child was absent last month	2	1	2	1	2	1

Table III.9 : Regularity in Schools Teaching, Giving House Work and Parent Participation

	Gorakhpur		Saharanpur		Total	
	Parishad Schools	Private Schools	Parishad Schools	Private Schools	Parishad Schools	Private Schools
Teaching is regular in school						
Yes	21	60	38	60	59	120
No	39	-	22	-	61	-
Home Work is given						
Regularly	-	35	14	57	14	92
Occasionally	19	22	21	3	40	25
Never	41	3	25	-	66	3
Home Work is checked						
Yes	14	56	25	59	39	115
No	5	1	10	1	15	2
Do you help child in his studies						
Yes	44	50	48	52	92	102
No	16	10	12	8	28	18
Reasons for not helping the Child						
Not qualified	11	3	10	4	21	7
No time	5	7	2	4	7	11

Table III.10 : Parents Perception About the Child's School

Parent's Perception	Gorakhpur		Saharanpur		Total	
	Parishad Schools	Private Schools	Parishad Schools	Private Schools	Parishad Schools	Private Schools
Are You Satisfied with the School						
Yes	18	60	34	60	52	120
No	42	-	26	-	68	-
Reasons for Dis- satisfaction						
1. Teaching not proper	32	-	11	-	43	-
2. Teachers irregular	23	-	5	-	28	-
3. No Home work	9	-	5	-	14	-
4. Manners are not taught	3	-	2	-	5	-
5. Teachers are not good	3	-	8	-	11	-
6. Discipline not maintained	10	-	12	-	22	-

Table III.11 : Problems Faced by the Child in School

Problem faced by the Child	Gorakhpur		Saharanpur		Total	
	Parishad Schools	Private Schools	Parishad Schools	Private Schools	Parishad Schools	Private Schools
Teachers remain						
Absent	25	-	5	-	30	-
Teaching Irregular	32	-	14	-	46	-
Teachers not good	16	1	8	-	24	1
Insufficient Class-						
Rooms	50	11	43	15	93	26
No Black Board	27	3	4	1	31	4
Seating Problems	43	17	55	4	98	21
Teaching kits						
not used	25	22	15	2	40	24
Poor Condition of						
Building	25	20	20	-	45	20
Problems of Toilets	-	1	1	-	1	1
Problems of						
Drinking Water	-	-	6	-	6	-
No Play Field	16	2	18	33	34	35
Location of School is :-						
Good	43	51	47	51	90	102
Bad	17	9	13	9	30	18
If bad, why :-						
Distance	-	4	1	2	1	6
Locality	2	-	3	-	5	-
Heavy-						
traffic	15	5	9	7	24	12
Atmosphere of School:-						
Good	18	48	30	48	48	96
Average	38	12	30	12	68	24
Bad	4	-	-	-	4	-
Why Bad :-						
1- Unwanted People						
enter school	4	-	-	-	4	-

Table III.12 : Expenditure Pattern on Education Per Child

(Rs. per month)

Head of Expenditure	Gorakhpur		Saharanpur		Total	
	Parishad Schools	Private Schools	Parishad Schools	Private Schools	Parishad Schools	Private Schools
School Fees	0.60	21.30	0.65	25.67	0.63	23.57
Books	4.33	5.97	4.05	6.63	4.19	6.31
Stationery	10.16	10.65	6.48	8.05	8.15	9.30
School Dress	11.33	19.91	5.65	16.35	8.20	18.06
Transport	0.94	1.24	-	0.28	0.42	0.74
Private Tutition	-	2.58	-	2.19	-	2.38
Admission/ Exam. Fees	-	6.47	-	4.12	-	5.25
Average Monthly expenditure	27.36	68.12	16.83	63.29	21.59	65.61

Table III.13: Government Assistance in Schooling

Government Assistance	Gorakhpur		Saharanpur		Total	
	Parishad Schools	Private Schools	Parishad Schools	Private Schools	Parishad Schools	Private Schools
No. of Children getting Scholarship						
Boys	28	7	26	22	54	29
Girls	18	2	24	11	42	13
Total	46	9	50	33	96	42
Scholarship Amount Rs. per annum						
	144	144	144	144	144	144
If payment regular						
Yes	45	9	50	33	95	42
No	1	-	-	-	1	-

Table III.14: Parent's Participation in School Activities

Activities of School and Parent's Participation	Gorakhpur		Saharanpur		Total	
	Parishad Schools	Private Schools	Parishad Schools	Private Schools	Parishad Schools	Private Schools
Are Parent-Teacher Meetings Held Regularly						
Yes	4	49	4	57	8	106
No	56	11	56	3	112	14
Frequency of such Meetings						
i) Monthly	-	-	-	8	-	8
ii) Quarterly	1	13	-	8	1	21
iii) Half-yearly	1	18	-	23	1	41
iv) Annually	-	-	-	5	-	5
v) No fixed time but generally once a year	2	18	4	23	6	41
Do you Attend Them						
i) Regularly	1	24	4	51	5	75
ii) Occasionally	3	22	-	4	3	26
iii) Never	-	3	-	2	-	5
If no why not No time	-	3	-	2	-	5
Do You Visit if Meetings are not Regular						
Yes	6	1	11	3	17	4
No	50	10	45	-	95	10

Table III.15: Effectiveness of the Village Education Committee

Village Education Committee and Its Effectiveness	Gorakhpur		Saharanpur		Total	
	Parishad Schools	Private Schools	Parishad Schools	Private Schools	Parishad Schools	Private Schools
Respondents having Knowledge of VEC						
Yes	14	17	24	20	38	37
No	46	43	36	40	82	83
Does VEC Meet Regularly						
Yes	5	-	11	-	16	-
No	7	-	6	-	13	-
Do not know	2	-	7	-	9	-
Does the Pradhan take Interest in School Activities						
Yes	6	-	28	-	34	-
No	54	-	32	-	86	-
Have You Participated in						
(i) VEC Meetings						
Yes	3	-	-	-	3	-
No	11	-	24	-	35	-
(ii) Cultural Programme of the School						
Yes	6	39	5	50	11	89
No	54	21	55	10	109	31

Table III.17: Reasons for Preference of the School

Reasons for Preference	Gorakhpur	Saharanpur	Total
<u>Why Parishad Parents prefer Parishad School</u>			
i) Teachers are punctual	6	6	12
ii) Good teaching	10	14	24
iii) Scholarships	11	16	27
iv) Provision of rations	14	18	32
v) Free education	18	34	52
vi) No school dress	2	1	3
<u>Why Parishad Parents prefer Private Schools</u>			
i) Teachers are punctual	18	6	24
ii) Good teaching	31	14	45
iii) Manners are taught	17	9	26
iv) Regular home work	8	3	11
v) English from Class I	5	9	14
vi) Good management	7	4	11
<u>Why Private Parents prefer Private Schools</u>			
i) Teachers are punctual	26	17	43
ii) Good teaching	54	53	107
iii) Manners are taught	27	21	48
iv) Regular home work	11	13	24
v) English from Class I	14	19	33
vi) Proper management	19	26	45

Table III.18: Parents view Related to Improvement in the Schools

	Gorakhpur		Saharanpur		Total	
	Parishad Schools	Private Schools	Parishad Schools	Private Schools	Parishad Schools	Private Schools
Areas of Improvement that is Needed in the School						
1. Not more than female teacher	9	-	1	-	10	-
2. English should be taught from Class I	20	-	40	-	60	-
3. Home work should be given regularly	22	-	13	-	35	-
4. Timely Inspection	14	-	15	-	29	-
5. Puntuality of teachers	22	-	3	-	25	-
6. Good and proper teaching	20	-	7	-	27	-
7. Free books provided	13	24	29	45	42	69
8. Mid-day meal	-	24	-	20	-	44
9. Scholarship	-	35	-	13	-	48
10. Teaching kits	-	19	-	4	-	23
11. English medium	-	1	-	6	-	7
12. Arrangement of tat-patti	-	-	8	-	8	-
13. Conveyance facilities by schools	-	-	-	4	-	4

CHAPTER IV

SUMMARY AND POLICY RECOMMENDATIONS

1. Introduction

(a) Historical Background of Education Policy in India

Education plays a very significant role in the overall social and economic development of a region. Education improves productive capacity and helps in reducing poverty by improving the efficiency of even the poorer sections. In a traditional society education plays a vital role at the time of transformation to a modern society since educated workers are in a better position to adapt themselves to the new technologies.

Within the overall education, primary education is quite crucial since primary education makes people literate on one hand and it also serves as the foundation on which any individual can acquire higher education. It is primarily because of this crucial role played by the primary education that the government has set before it the goal of achieving universalisation of primary education. Two major goals towards which the government has focused its attention are achieving hundred per cent enrolment and eliminate drop-out rates upto primary level of education.

Education policy in India has evolved starting from the ancient period when 'Ashrams' and 'Gurukulas' provided education. However, process of selection was very selective and not all could have access to education. Then in the Buddhist period everyone was given access to education. During the Mughal period too education was held in high esteem and primary education was given in 'Maktabas'.

Initially the British neglected education upto 1792. Some thought began to be given after that and finally in 1835 Lord Macaulay formulated the British Policy of Education and this remained in force till our independence. In fact even the present education policy of India is largely influenced by the policy of 1835.

In the post Independence period our first National Policy on Education was formulated in 1968 and included aspects such as free and compulsory primary education etc. However, a major portion of this policy could not be implemented because of paucity of funds and lack of initiative among those who were to implement these schemes. In 1977 the Janta Government took over and formulated its own policy which was to reorganise the educational system. Elementary education was to be made free and compulsory and provisions were to be made for mid-day meal, free text books, stationery and uniform. Besides this a common school system was to be developed. Unfortunately the Janta Government fell in 1980. In 1986 the Government of India came out with two

documents viz. The National Policy on Education and Programme of Action. The policy laid stress on the greater role of the Central Government in education. However some people were opposed to this policy on grounds that it was anti-people. The National Front Government appointed a Committee to review this educational policy and the Committee released a paper in September 1990. Wherein it was pointed out that the outlay for primary education needs to be hiked significantly. Stres was laid on a common school system within a period of ten years so as to attain a comparable quality of education all over.

The revised Programme of Action 1992 of the National Policy on Education aims at ensuring free and compulsory education of satisfactory quality to all children upto 14 years before we enter the 21st century. Thus a special thrust on Universalisation of Elementary Education has been attempted through the District Primary Education Programme.

When we look at the plan wise allocation of funds for promoting primary education we find that although the funds have increased in absolute amounts considerably, the share of primary education to the total allocation for education as such depicts a declining trend in both India and Uttar Pradesh. However, as a result of the investments made in the field of primary education there has been a considerable increase in the total number of schools as well as in teachers since the commencement of planning in India to the present period. This achievement is visible at the All India

level as well as in the case of Uttar Pradesh. The Indian primary education system has become one of the largest systems in the World providing elementary education facilities within one kilometer walking distance in 8.25 lack habitations covering 94 per cent of the population.

A significant development of the recent years has been the emergence of a large number of privately run Junior Basic Schools. To begin with they were established in urban areas but have now spread far and wide in the rural areas as well. They are attracting children from all the sections of society and are strong competitors of the schools which are being run by the Basic Shiksha Parishad.

(b) Objectives and Methodology of the Study

So far no study has been undertaken to carry out a comparative analysis of these two categories of schools. The Giri Institute of Development Studies therefore decided to take up this study when the State Institute of Educational Management and Training, Allahabad identified this aspect among the various areas in which they were interested in financing research studies. We, therefore, decided to conduct our research in the districts of Gorakhpur and Saharanpur with the following objectives :

- i) To analyse socio-economic background of students enroled in each type of school.
- ii) To analyse qualitative differences in both schools.

- iii) To analyse aspects such as minimum levels of learning, student teacher ratio etc. between the Parishad and Private schools.
- iv) To look into the social and private cost of providing education in these schools.
- v) To offer suggestions which would facilitate in improving the existing conditions of Parishad schools.

The study is primarily based on the primary information collected from Parishad and Private schools selected by us. Besides this we also collected primary information from the parents whose children are studying in Parishad and Private schools. We, therefore, developed two sets of questionnaires specifically designed to obtain the information from the schools and parents in tune with our requirements.

From each district we selected three blocks. The basis of selection being the level of education in the blocks according to the Census of 1991. We took one block each corresponding to high, medium and low level of education from each district. From each block we then selected two good Parishad and two good Private schools so as to have a meaningful comparison between the two categories of schools. These schools were identified with the help of the ABSA's of the selected blocks in each district. Our total sample therefore comprised of a total of 12 Parishad and 12 Private schools.

As far as selection of parents was concerned we took 10 parents from every school and in their selection we ensured that people of different castes were given due representation

school within one kilometer of each village is bearing fruits since the number of villages having schools within them have gone up in both districts. We would like to point out here that despite the fact that we received full cooperation from the office of the Basic Shiksha Adhikari in both our selected districts, they were unable to provide us some information block-wise for the district and also some information for the district as a whole. Had this information been available we could have presented a better factual position of primary education in our districts. This information was not available even in the main office of the World Bank Basic Education project nor with the officials of the Basic Shiksha Parishad in Lucknow.

Under the World Bank Basic Education Project financial assistance is being given in twelve selected districts of the State for the construction of new schools, construction of additional rooms in old schools and provision of toilets and drinking water in schools which do not have this facility.

Another activity for which resources of World Bank are available is for giving on-job training to headmasters of primary schools, ABSA's, co-ordinators of BRC's and NPRC's. This training is provided in the District Institute of Educational Training (DIET) and its duration is generally 6-8 days. The teachers of primary schools receive training at the BRC. Besides this the World Bank Project has also set aside resources with which each BRC and NPRC is equipped with

by ensuring that we have, as far as possible two parents who were high caste Hindus, two SC/ST people, two from other backward castes and two Muslims. Besides giving representation to castes we also took care to include low as well as high income parents. Households with a monthly income of below Rs.3000 were treated as low income and those with monthly income in excess of Rs.3000 were treated as high income households. We took care to have at least a 40 per cent sample from each income group. In this way we covered a total sample of 240 parents.

(c) Brief Picture of Gorakhpur and Saharanpur

In order to draw a brief picture of the educational attainments of our selected districts we have gathered secondary information of these districts related to total number of primary schools, number of teachers and enrolment figures for the years 1992-93 to 1994-95.

It is observed that while the total number of schools increased over the years there was a marginal decline in the total number of teachers in Gorakhpur. Although the number of teachers have not declined in Saharanpur the increase is rather small. On the other hand the figures of enrolment show an increasing trend among both boys and girls. This therefore implies that the teacher pupil ratio is adversely affected. This ratio has gone up in both districts in the rural as well as urban areas. However one encouraging aspect has been that the governments policy of providing one primary

certain items of furniture, musical instruments and sports items. Thus a substantial effort to promote primary education is being carried out with these resources and both Gorakhpur as well as Saharanpur have benefitted from these investments. However there is a question mark about the actual utilisation of the facilities and will be discussed when we offer suggestions at the end of this chapter.

2. Main Findings of our Study

(a) We conducted a survey of primary schools run by the Basic Shiksha Parishad as well as the Private schools in both our selected districts so as to analyse the differences between the two categories of schools. In order to have a meaningful analysis we decided to study only the good Parishad as well as Private schools. It would hardly have been beneficial to look at the disadvantages in a badly run school. Moreover taking good schools have served two purposes. First of all our analysis is based on two similar schools from the point of view of efficiency and so the comparisons are meaningful. Secondly, once we have identified the problems and disadvantages of the good schools we can automatically judge as to what additional problems can be expected in the relatively less efficient schools. Our analysis is therefore based on six Parishad and six Private schools from Gorakhpur and Saharanpur respectively. The identification of these efficiently running schools was carried out with the assistance provided to us by the ABSA's

of the concerned blocks in each district. The highlights of the findings are provided below on a point-wise basis.

(i) The Parishad schools have their own building while in the case of Private schools the building may either be rented or owned. However if a particular Parishad school is old it is found that the condition of the school building is poor and schools do not have sufficient funds to carry out the repair work. Under the World Bank Scheme, however, efforts are being made to provide additional class rooms in schools which have shortage of class rooms and to provide toilet and drinking water facility where they do not exist at present.

(ii) Parishad schools enjoy the advantage that their teachers, except very few, have received teachers training. Despite this training they have to keep attending 6-8 day training courses so as to familiarise themselves with the latest changes in teaching techniques. Besides this, since these teachers are government employees they enjoy good pay scales and allowances as well as post retirement benefits. As against this the teachers who are being employed by private schools are generally untrained and are given very poor salaries without other benefits.

(iii) When we looked at class-wise enrolments it was observed that in the Parishad schools enrolments in Class I were generally higher as compared to the other classes. This

is so primarily because all the children who are enroled in the primary schools of the Parishad are entitled to 3 kgs. of rations per month. This ration is distributed through the Fair Price Shops ;in the village on the basis of the list furnished by the school. In Gorakhpur rice is distributed whereas wheat is being distributed in Saharanpur. As a consequence of this incentive people are enrolling even those children in Class I who have not attained the age of 6 years. They force the school authorities to grant admission to their children. The disadvantage faced by the schools is that at times the strength of students in Class I of some schools becomes so unmanageable that it has to be split into upto 3 sections. This leads to other related difficulties such as shortage of class rooms, shortage of tat-pattis and of teachers.

(iv) It was observed that because many children in Parishad schools get enroled in Class I simply for the sake of getting monthly rations, they are neither interested in either attending school regularly nor in passing and getting promoted to the next higher class. Consequently a high percentage of students drop-out in Class I. Drop-out rates are found to be of a lower order in the other classes of Parishad schools. Moreover drop-out rates among SC/ST and OBC children is relatively higher as compared to children of general castes. On the other hand, in the Private schools the drop-out rates are lower in each class.

(v) When we look at the proportion of students passing from

among those who appear in the annual examinations we found the percentages to be quite high in both categories of schools. Between the two, the rates were slightly higher in Private schools.

(vi) As far as the average class wise attendance pattern is concerned the attendance was found to be around 80-85 per cent in the Parishad schools. The problem with these figures are that they do not depict the actual picture since actual attendance of these schools is much lower than what is shown in the attendance register. This is so because a child is entitled to his or her quota of ration only when he (she) had attended 80 per cent of the classes during the previous month. Thus the teachers are forced to inflate the attendance figures to enable a child to become eligible for the 3 kgs. of rations. There is no such pressure on the teachers of Private schools and so their figures are actual and still higher than the average attendance figures of Parishad schools. However, one common feature in both schools is that the teachers do not fill the attendance registers regularly. They generally do so once every three to four days.

(vii) The Parishad schools have to maintain a Bal Gadna Register in which they have to keep a year-wise record of the total number of children in the school going age-group in the villages attached to the particular school. Besides this

they have also to keep a record of the total number of the school going age group children who are actually enrolled in the various schools. We obtained figures for the years 1992-93 to 1996-97. It was encouraging to note that the enrolment rates among both boys and girls have been going up each year.

(viii) The state government is providing scholarships to SC/ST, Muslim and OBC students. While all SC/ST and Muslim children are entitled to this scholarship this is not so in the case of OBC children. Only 3 OBC children are entitled to scholarship from each school. This order leaves a lot to be desired since it causes resentment among those parents whose children are denied these scholarships. These scholarships can also be availed by the eligible children studying in the government aided Private schools. Another problem found with respect to scholarships is the discrimination which appears between the Muslim and other eligible children. In the case of Muslim children the scholarship amount has been raised to Rs.300 per child per annum while it continues to be Rs.144 for the other categories of children.

(ix) One advantage which the Parishad schools enjoy over the Private schools is the availability of maths and science kits and knowledge among teachers of new techniques of teaching. Through these kits the process of teaching is simplified and made more interesting. However, in actual practice it is observed that in many schools these kits are

not available and in others kits may be available but they are in such a condition that it is not possible to demonstrate with their help. Thus only very few schools have these kits and demonstrations are being given on them regularly. Yet another problem was that when a teacher attends a training programme he is introduced to a book which has been developed to incorporate the latest teaching methods. However, he does not get a copy of the same so as to be able to make use of it when he himself is teaching the students. The teachers also lamented the fact that the training programmes are of 6-8 days only and that this period is not sufficient to learn the new techniques fully. To compensate for this, the co-ordinators of BRC's are expected to visit all schools of their area regularly so as to solve the problems which teachers might be facing with respect to the new methods of teaching. However, the co-ordinators generally do not visit schools for this purpose. Consequently, the on-job training provided to the teachers is not proving to be very useful and the very purpose with which the whole exercise was initiated is being defeated.

(x) One of responsibilities of the schools, besides teaching, is to encourage the enrolment rates and discourage the drop-out rate among the children living in the vicinity of the school. The teachers achieve this goal by motivating children either by making door-to-door visits or when they come in contact with parents in the course of the parent

teacher meetings. They influence the children during their door-to-door visits and also impress upon them the significance of education during the daily prayer meetings held in school. Yet another way to attain this goal is to exert influence on the Village Pradhan during the Village Education Committee Meetings and request him to persuade parents to send their children to school and ensure that they complete at least primary education.

During our survey, however, we were surprised to note that some Parishad schools have openly admitted the fact that they are making no efforts either to increase enrolment or to check drop-outs. The headmasters confessed that teachers working under him, especially the female teachers, refuse to shoulder any additional responsibilities over and above the normal teaching duties. They, therefore, leave school as soon as teaching is over.

(xi) Another area in which Parishad schools enjoy a distinct advantage is that they offer an incentive to parents by virtue of the fact that financial burden on parents by way of school fees is virtually nil in case of SC/ST children and negligible in the case of the others. In the case of upto Class III parents from the general caste pay Rs.1.10 per month while for Class IV and V they pay Rs.1.20 per month. As against this, the monthly school fees in the private schools of Gorakhpur and Saharanpur worked out to be around Rs.25.5 and Rs.32.5 respectively.

(xii) In the opinion of the teaching staff the parents whose children are enroled in Parishad schools generally show lesser degree of interest on the education of their children as compared to their counterparts from Private schools. However, a common feature among both sets of parents is that they tend to discriminate against the girl child despite the fact that even girls are being enroled in all schools at increasing rates.

(xiii) It was also reported by the teaching staff that the Village Education Committee is not performing its duties regularly and in the manner expected from it. In fact the meetings are held primarily to dispense with the financial matters alone and that virtually no attention is being paid towards the problems of the school, in teaching and of the teachers.

(xiv) The teaching staff also pointed out that they are unnecessarily over-burdened with responsibilities which have nothing to do with teaching. Such additional work includes preparing a list of children every month for obtaining ration from the fair price shops; supervising the construction of school building under the World Bank scheme and submitting progress reports of construction work regularly; and engagement in activities such as population and livestock Census, economic survey and polling duties etc. As a result of these pre-occupations teaching suffers.

(xv) The ABSA's or SDI's do not inspect schools regularly. In fact these inspections are limited to the road side schools only. In the case of schools which are relatively remote the inspection formalities are completed sitting in the BRC or an NPRC. The inspectors are expected to stay in the block to which they are attached but nearly all of them stay in the district headquarter itself. The inspectors too have presented their point of view and expressed the different problems which they are faced with.

(xvi) The head masters of each category of schools have listed those advantages which they feel their school enjoys over the other category. The Parishad schools feel that their strength lies in their trained teachers, negligible fees, free rations and provision of scholarships. As against this the Private schools feel they are superior because the teaching in their schools is far more regular and better. They give home work regularly and pay much greater attention or regularity in school among children as well as teachers, discipline and manners among children and on school dress.

(xvii) A very big chunk of the total expenditure of the schools is spent on the salaries and allowances of teachers. In the Parishad schools this share is over 90 per cent but slightly less in the Private schools. The other heads of expenditure of some importance are expenditure on scholarship disbursement and miscellaneous expenses.

(xviii) If we look at the various aspects on which the State government is spending money it will be realised that huge amounts of money are being spent annually to promote primary education. This expenditure, if worked out on a per child basis, will work out to be a sizeable amount. Thus the social cost of primary education is quite high. As against this parents are paying virtually nothing towards the school fees in Parishad schools because of the State governments policy. It is, therefore, very important that parents should at least appreciate the efforts of the government and extend their co-operation in achieving the goal of Universalisation of Elementary Education by sending their children, in the school going age group, to school and by ensuring that every child completes and attains at least primary level of education.

(xix) On the basis of the tests which were conducted by us to assess the levels of learning among the children in our selected schools, it was found that the performance of children enrolled in Private schools was better as compared those who are studying in Parishad schools. In fact the levels of learning among children of Private schools was so superior that it made them stand apart. While there were differences between the two categories of schools, even within the same category also we found some schools to be relatively better than the others on account of the fact that either the headmaster or some teacher is taking a personal

interest in the school and this gets reflected in the performance of the children.

On the whole, therefore, it may be concluded that despite that fact the schools run by the Basic Shiksha Parishad enjoy certain distinct advantages over the Private schools, the Private schools score over them in the ultimate analysis. This primarily is also because they display a better administrative efficiency and managerial capabilities.

(b) In addition to our survey of Parishad and Private schools we also surveyed parents of the children enrolled in these schools so as to have an idea about their background and their perception about the schools where their children are receiving education. In this way we expected to verify and supplement the information which we had collected from the selected schools themselves. We selected ten parents from each school. In the selection of parents we tried to give proper representation to various caste and religions. For this we tried to ensure that as far as possible we would select at least two parents who belonged to the high caste, two from SC/ST group, two from OBC and two Muslims. Besides this we also took care to have respondents belonging to low and high income groups. All those with a monthly household income below Rs.3000 were treated as low income and those having a monthly income above Rs.3000 were treated as high income households. It was therefore decided to have a sample of atleast 40 per cent from each income group. Our analysis

was, therefore, based on a survey of 240 parents from both districts. For the sake of our convenience parents whose children are enrolled in Parishad schools are referred as Parishad parents or Parishad household and parents with children in Private schools as private parents or private households. The main findings of our analysis with respect to parents background and their perception are being given below.

(i) The respondents were concentrated in the age group 35 to 45 years. Their overall average age was around 40 years. It was encouraging to note that the proportion of illiterate respondents was relatively low and from the point of view of educational attainment their concentration was found in the group having education between Class VI and Class X. A high percentage of our households constituted landless persons and so the overall average size of landholdings was low. Consequently the primary occupation of the respondents was service, self employment or non-agricultural labour. The average annual income of respondents fluctuated between Rs.27.5 and Rs.38.5 thousand between our selected districts. Average income was slightly higher among private parents as compared to parishad parents.

(ii) Looking at the demographic structure of households of our sample households it was interesting to note that females outnumbered males. Average household size in both districts

was a shade higher in Parishad households and concentration of population in all categories and in both districts was in the 5-15 year age group. As was the case among the respondents, even the family members were literate with literacy percentage being above 64 per cent.

(iii) Looking at the income and expenditure pattern of the households, agriculture accounted for the highest share of total household income among Parishad households followed by service and self employment in Gorakhpur. In the case of private households the highest share was contributed by service sector and was closely followed by cultivation. Self employment occupied the third position. In Saharanpur self employment contributed the highest share of household income in both parishad and private households. Cultivation occupied the next important position.

As far as the expenditure pattern is concerned the expenditure on food items was highest in both districts and in both categories of schools. Since income of private households is slightly higher they also have slightly higher expenditure pattern as well. In terms of expenditure on education average share of expenditure is much higher in the case of households with children enrolled in Private schools as compared to the Parishad schools.

(iv) An interesting feature related to enrolment of children was that total enrolment exceeded the total numbers of

children in the 6-11 year age group. In the Parishad schools this was partly true because children even below 6 years are enroled to allow their family get 3 kgs. of free ration every month. The other reason was that even those children whose age exceeded 11 years were also going to primary schools. The share of non-enroled children was rather low. The reasons for their non-enrolment were that although they had attained the school going age group, their parents considered them very young. The other reasons were lack of interest in the child for studies and economic compulsions. Not only were non-enrolment cases very few, even the drop out rates were not very high among our sample households. Once again reasons for drop-outs included lack of interest in children, economic compulsions and that the child is sickly and so unable to continue his studies. High enrolment and low drop-out may be attributed to the fact that a high percentage of our respondents were literate.

(v) As far as regularity in attending school is concerned the Parishad school parents claimed that regularity in the case of their children was 72 and 80 per cent in Gorakhpur and Saharanpur. In the Private schools the regularity in attendance was even higher. The main reasons cited by parents for the irregularity of their children were their involvement in agricultural activities and in grazing cattle as far as the boys were concerned. In case of girls they were also engaged in household chores.

(vi) When we tried to find out from parents about the regularity with which teaching was being conducted in schools and regularity in giving home work to the children, Parishad schools fared very badly in comparison with the Private schools in both the districts.

(vii) It was also revealed that bye and large parents are making an effort to help their children in their studies. Here too the relative performance of Private school parents is better. Those who are unable to help their children are either the illiterate parents or those who have claimed that their preoccupation in other activities leaves them with no time to assist their children in their studies.

(viii) All parents, with children enroled in Private schools, were fully satisfied with these schools. However, only 30 and 57 per cent parents whose children were studying in Parishad schools were satisfied in Gorakhpur and Saharanpur respectively. The main reasons for their dissatisfaction were the poor quality of teaching, irregularity of teachers and lack of descipline in the Parishad schools.

The other points of dissatisfaction were problems of insufficient class rooms in Parishad schools leading to seating problem and teaching without blackboard, no use of teaching kits, poor condition of the school building and lack

of a play ground. Even in the case of Private schools parents complained about insufficient class rooms, no play field and absence of teaching kits.

(ix) In Parishad schools there are no tuition fees and children from general households pay one rupee towards development fees and ten or twenty paise towards games fees. For the SC/ST students there is no development fees. The parents have only to pay for books and stationery, school dress etc. The average monthly expenditure per child was only Rs.17 in Gorakhpur and Rs.27 in Saharanpur. As against this Private schools of Gorakhpur and Saharanpur were found to be charging on an average Rs.21 and Rs.25 towards tuition fees. The parents, therefore, were spending on an average Rs.68 and Rs.63 respectively on the education of each child in the two districts.

(x) Parent teacher meetings are not being held very regularly in the Parishad school. The Private schools, however, are holding these meetings regularly but the frequency with which these meetings are held is poor even in the Private schools since meetings are held either on a half yearly or annual basis. The parents from Private schools of Saharanpur attend these meetings fairly regularly but the same is not so in the case in Gorakhpur.

Those parents who have reported irregularity in holding parent teacher meetings have admitted that they do not visit

the school even on their own to find out how the child is progressing in his studies and the problem which he is having.

(xi) Only a small percentage of the parents from both categories of schools in either district had knowledge about the existence of the Village Education Committee. Out of those who were aware of this Committee reported that that meetings of the VEC were not regularly being held and that the Village Pradhan is not taking an active role in the VEC.

(xii) The parents having children in Private schools were actively participating in the cultural activity taking place in the schools. Unfortunately the participation of parents from Parishad schools was rather low.

(xiii) All the Private school parents were fully satisfied with the school of their child. The situation was not similar among the Parishad parents since only 40 per cent and 65.5 per cent of them were satisfied with the Parishad schools in Gorakhpur and Saharanpur respectively.

(xiv) The reason why Parishad parents preferred Parishad schools was because of free education, free rations and provision of scholarships. As against this those Parishad parents who feel that Private schools are better put forward the argument that teaching in Private schools is better,

children are given home work regularly, that English is being taught from Class I itself and that the Private schools lay stress on discipline and manners.

The private parents emphasise on good and proper teaching, punctuality of teachers, stress on manners, significance given to English and proper school management which makes Private schools much better than those which are being run by the Parishad.

(xv) Parents who had sent their children to a Parishad school despite their preference for Private schools gave reasons behind their choice of school. They were doing so in order to avail the advantages of low fees, free rations, easy admission and the fact that in Parishad schools children do not fail in Class I and II.

(xvi) In our entire sample of 240 parents from the two selected districts we came across only three respondents, all from Saharanpur, who have shifted their child from a Parishad to a Private school. This was done since these parents were dissatisfied with the quality of teaching. Likewise we found a total of only three respondents, all in Gorakhpur in this particular case, who were contemplating a change of school from Parishad to Private. They feel that the children have a far greater scope for their all round development in a Private school. All the other parents, who are dissatisfied with the Parishad school are not thinking in terms of a change of school.

(xvii) In the case of Parishad schools the parents strongly felt that improvement is urgently needed in the quality of teaching. They feel this can be achieved if the authorities pay attention and ensure regularity of teachers and students as well as regularity in teaching and providing home work. This can be achieved if the SDI's inspect the schools regularly and keep a close watch on the aspects mentioned above.

(xviii) In the case of the parents of Private schools the areas of improvement primarily centre around those facilities which are being enjoyed by children in Parishad schools such as teaching with the help of teaching kits, provision of ration and the scheme to offer scholarship to the needy students belonging to general castes.

When we look at the views expressed by the parents about the problems faced by their children and their preferences between the two categories of schools it is quite apparent that there was a general feeling that Private schools are having an edge over the Parishad schools. We may, therefore, say that our general findings based on a survey of the selected Parishad and private schools have been confirmed by the opinions expressed by the parents falling in our sample.

3. Some Issues Raised by Different Officials

Besides collecting information with the help of our two structured questionnaires, we also had discussions with the

principal of DIET, Assistant Director, Basic Shiksha, Basic Shiksha Adhikari, Assistant Basic Shiksha Adhikaris, Head masters of primary schools and school teachers and co-ordinators of the BRC's in both Gorakhpur and Saharanpur. All of them discussed various problems which they face and some even came up with possible ways to overcome the same. Our analysis would be incomplete without incorporating their points of view in our report.

(a) The Principal of DIET

The principals lamented the fact that although they are placed higher up in the hierarchy they are playing an insignificant role in the scheme of things and their only responsibility is to conduct trainings. Their advice is not taken at the time of selecting people for training, nor about their placement in different schools nor at the time of the appointment of the co-ordinators of BRC's. They strongly felt that a 6-8 day training does not really serve any purpose. Another aspect towards which our attention was directed was towards the fact that these trainings are always held during the teaching session and so if head masters and teachers are to attend them, teaching suffers. They were, therefore, of the opinion that all training programmes should be conducted during vacations.

Once training has been given, there is no way to ensure that teachers will put the training to practical use. The

principal and instructors at the DIET should be authorised to inspect schools to ensure that new teaching methods are being adopted.

They were also critical of the fact that the coordinators of BRC's are selected from the existing head masters of primary schools. Appointments are made by the office of the BSA and many times even primary teachers are appointed as co-ordinators. This leads to a strange situation where teachers senior to the co-ordinator are expected to get training under their junior. The further pointed out that BRC's do not have trained staff. Generally retired head masters of primary schools are called to provide training. These old headmasters are themselves not familiar with new teaching methods. When they request senior officials to come and deliver lectures, such people are unwilling to go to the blocks because of the lack of facilities there. The solution, as suggested by the principal, is that all training should be conducted at the DIET. Moreover, training will be fruitful only when the schools also have the necessary kits and proper demonstrations are given with their assistance by teachers on a regular basis.

(b) Assistant Director, Basic Shiksha and Basic Shiksha Adhikari

It was pointed out that because of the shortage of teachers and Assistant Basic Shiksha Adhikari's, the norms of

teacher pupil ratio and maximum number of schools under one inspector are not being maintained. Consequently the ABSA's can not discharge their duties efficiently and teachers too are not able to teach efficiently. Where enrolment in a class is high and the class is split into sections the school is faced with problems like shortage of teachers, of class rooms and tat-pattis.

Teachers, who are local, exert every possible influence to ensure that they are either posted within their own village or as close to it as possible. Once they are successful they get preoccupied in their own household affairs and teaching automatically gets neglected. The other serious problem associated with teachers relates to their concerted efforts to get posted in road side schools. This problem is even more critical in the case of female teachers. No one is interested in living in the village and so teachers make every effort to get posting in a road side school even if it is 30-40 kms. from their residence. They can then commute daily by bus. Those whose schools are upto 10 kms. are covering this distance on bicycles.

The BSA or ABSA are unable to take any action against those teachers who have political links in the government despite the fact they have the power to do so.

The ABSA and SDI's reported that although the criticism levelled against them is that they live in the district head-quarter instead of the block to which they are attached and

that they do not carry out inspections regularly, this is because of the fact that for at least 15 days every month they have to be present in the district headquarters to attend various meetings. These meetings relate to various aspects of teaching, for providing information in connection with the WBBEP and related to construction activities etc. under the World Bank scheme. They, therefore, have just about half a month to inspect schools and their problem is further compounded by the fact that they have far too many schools under their charge than the prescribed norm.

(c) Co-ordinators of BRC

Each BRC is expected to keep records of enrolment, number of teachers, number of schools, Bal Gaudna Register and details related to leave taken by the head master and teachers. However they complain that the schools do not provide this information on a regular basis and so they are put to a lot of inconvenience when information is sought by the BSA or from Basic Shiksha Parishad Allahabad or by the headquarters of the WBBEP.

The equipment which they receive under the World Bank assistance from the office of BSA, either does not reach them and when it does they are faced with the problem of their safe keeping because some items such as T.V., VCR and generator sets are expensive items and they are made responsible for their safety.

They too voiced the opinion that the duration of training programme should be extended to 15 days since 6-8 days is not sufficient. Moreover there must be some way to select the proper teachers for training and there should also be some control on the teachers attending these training. They are presently not accountable to any one in case they take the training lightly and do not incorporate the new teaching methods on going back after the training is over.

The co-ordinators also felt that this post should be held by an individual who is higher up in the hierarchy than even the head master of primary schools since only then will be able to command proper respect from the trainees.

(d) Problems Faced by Head master and Teachers

In Gorakhpur the BSA had attached a few teachers for collecting and compiling various information received from the primary schools. These teachers have political links and are neither assisting the BSA properly nor teaching. The schools where they are posted have shortage of teachers since no replacement was sent for them. Now the BSA has asked them to go back to their respective schools but they continue to remain in the BSA office by virtue of their political connections.

In Class IV and V some new text books incorporating new methods of teaching have been introduced but the teachers do not know how to teach these courses even now. Similarly,

even after the kits have been introduced for quite some time teachers complain that they have not been given proper training to handle them. In many schools the kits are kept under lock and key out of fear that they will get spoiled or damaged.

The major complaint was that primary schools have shortage of class rooms, teachers and seating space since enrolments have gone up considerably while these facilities have not increased proportionately. They, therefore, felt that every primary school must have a minimum of five rooms and two varandahs.

The head master and teachers have to consult the ABSA for routine matters which crop up in the day to day functioning of schools. However since inspectors do not stay at the block nor make regular visits to the school, the teachers, in many instances, have to go to the district head quarters to get the work done. It must be pointed out that in Chapter II the information obtained was that ABSA's are inspecting schools regularly. We had, however, indicated that this information is not fully correct and that the headmaster had supplied this information to us out of fear that if he tells the truth the ABSA might be displeased with him. Thus our suspicion was confirmed during the course of our informal discussions with the teachers.

Some teachers have lamented the fact that even after 50 years of Independence no major change can be seen in the

primary schools or even in the teaching methods and that the schools continue to have problems such as - shortage of rooms, poor condition of school building, no boundary wall, no electrification, schools without toilet and drinking water, no benches for children to sit, and shortage of teachers.

4. Policy Recommendations

Our main findings have highlighted the fact that Private schools are showing a better performance as compared to the Parishad schools. It is, therefore, imperative that the Parishad schools must make improvements in certain areas if they are to improve their performance and attain the same, if not better, levels as the private schools. We are therefore offering some suggestions which might prove useful to the policy makers for bringing about the desired improvements in these schools. There are three broad areas which call for definite improvements. These relate to improvements in the schools and their administration, in teaching and teaching methods, and improvements in attitudes of teachers and their dedication towards their profession.

(a) Improvements Desirable in Parishad Schools and Their Administration

(i) Wherever the Parishad school building is old they are generally found to be in a poorly maintained condition. In many cases the roofs are leaking and the floor broken. This

aspect needs immediate attention. It is therefore suggested that while construction of new school buildings and providing additional class rooms in old schools is being taken upon a war footing under the World Bank scheme, it will be appropriate to give equal significance to repair renovation of old buildings as well under the World Bank assistance.

(ii) It had been observed that there are various Parishad schools which are relatively more efficient than the others and so they attract large number of children even from those areas which have their own Parishad schools. As a result of this, in some schools total enrolment becomes very high and strength of each class can become unmanageable. On the other hand, schools in the vicinity of these efficient school may have relatively much fewer children enrolled in them. In such cases there must be a control over the maximum number of children which should be accommodated in a school. Uncontrolled admission adversely affects the teachers-pupil ratio and the quality of teaching. Consequently even the efficient schools may ultimately end up by becoming less efficient.

(iii) We observed that even in those schools which have five or more teachers, the head master and other teachers have complained of having a shortage of teachers. One can therefore, imagine the plight of those schools which have only one or two teachers. If one teacher proceeds on leave, gets transferred or is asked to attend the on-job training course the school finds it almost unmanageable to conduct

teaching. Considering the fact that a primary school has five classes it is rather difficult to conceive as to how proper teaching can be conducted with less than five teachers. Given the resources at the disposal of the State government it may not be feasible to provide five teachers in each school. But the least that can be done is to ensure at least three teachers per school. Besides this minimum number should be maintained through out the session.

(iv) It was found that as far as the payment of scholarships is concerned there are some anomalies. In the first place the scholarship rates have been enhanced from Rs.144 per annum to Rs.300 per annum but for Muslim child the rate continues to be Rs.144 in the case of SC/ST and OBC children. This anomaly should be removed immediately and parity should be restored among all children. Besides this government circular states that only three OBC children per school will be entitled to the scholarships. This rule too has its obvious problems since those children who are not given scholarship feel that they are being deprived of their right. The authorities must look at this aspect as well and take appropriate action at an early date.

(v) The government has introduced a scheme of providing free rations to all the children enrolled in school. The condition set aside for being eligible to the free quota of rations is that the attendance of each child must be 80 per cent each month. The fact is that despite shortage in

attendance the school authorities can not put a check on distribution of ration since parents exert tremendous pressure on the teachers. What is therefore happening is that all attendance records are manipulated. Moreover, parents are sending even those children to school who have yet to attain the age of six years. Both these trends are highly undesirable because while the government is spending huge amounts of money on these rations the purpose with which this incentive was introduced, is being defeated. There must be ways and means to check that children below 6 years are not given admission and to be very strict about regular attendance before the child is given his monthly quota of free rations.

(vi) There are two areas in which very serious thinking is required. Both aspects relate to the posting of teachers. In the first place it is seen that teachers prefer to be posted in their native place. For this they make every effort and once they succeed in doing so they get preoccupied in their personal affairs and teaching automatically suffers. The other equally significant aspect which is proving a deterrent in teaching is the fact that those teachers who are unable to get a posting in the native place want to be attached to schools which are on the roadside. They are not interested in schools located in remote and relatively inaccessible areas. Teachers are keen on living in an urban area and are seen to commute upto 40 kms. per day when they are successful in getting appointed in the road side schools.

Distances of upto 10 kilometers are covered by the male teachers daily on the bicycle. This rush for road side appointment is higher among the female teachers. It is therefore a common sight to find the average number of teachers to be much higher in these schools whereas the strength of the teaching staff in schools located in the interior is generally less. Teachers use every tactic to get postings of their choice. Once again teaching suffers under such situations. The administration must, therefore, take both the issues seriously and work out a policy of rotation through which every teacher has to spend time in these remote schools as well.

(b) Improvements Desirable in the Quality of Teaching

(i) A serious criticism leveled against the Parishad schools is that they do not give any home work to the children and that even the work which children do in class is not regularly corrected by the teachers. In the Private schools on the other hand home work is being given very regularly and both home work and class work is also checked by the teachers on a regular basis. This difference is immediately reflected in the levels of learning and it had been found that the relative performance of children studying in Parishad schools is poor as compared to the Private schools. There is no doubt in the fact that regularity of work in the class as well as at home keeps the child in touch with what has been taught and it gets reflected in his

understanding of the subject. It is therefore essential that if the Parishad schools wish to improve their educational levels they must be strict about giving children home work and correcting the home work such that mistakes which children do can be pointed out to them. The ABSA's or SDI's are expected to make regular inspections of schools under them and they can ensure that the practice of giving home work is initiated as well as maintained. Even the head master can be given greater powers such that he can direct the teachers to give home work. The third method for achieving the desired result can be by exerting pressure on teachers through the Village Education Committee.

(ii) In order to make teaching simpler and more effective new teaching methods are regularly being devised. The head master as well as teacher are given regular training in the DIET or BRC where they are made familiar with these new techniques. Both maths and science kits have been developed and with their help a child can be taught with far greater ease and the child can grasp the subject much better.

However, these training programmes are not being taken very seriously. Teachers attend a 6-8 day training programme without much interest and on going back do not bother to make use of the training which had been provided to them. This is so because while the training is being given regularly there is no follow up action to ensure that the new techniques of teaching are being put to practical use. While teachers are at fault there are also times when they are not to be blamed.

At times the schools do not have the maths or science kits and so demonstrations are not possible. In the case of some schools these kits are not in a good condition and so also demonstrations are not possible. And in a few cases the teachers admit that they have not fully grasped these new techniques and that the coordinators of BRC's, who are to make rounds of schools and solve problems of such teachers, do not visit these schools.

It should therefore be ensured that each and every school must have these kits in good condition and there should be a binding on the teachers to use them regularly. The co-ordinator of the BRC must make regular visits and even the ABSA or SDI can ensure that kits are available and being made use of.

Moreover the training courses takes place while school session is on and so teaching in the schools suffers while the teacher is away on training. The situation becomes bad in those schools where total number of teachers is few. Therefore, it will be more practical to hold these trainings during the vacations. Another aspect which needs to be given due thought is the suggestion put forward by the principal of DIET's that the duration of training should be increased to 15 days. In case training is held during vacations this will have no adverse effect on teaching.

(iii) It is time that we have a clear understanding of the psychology of the parents. The fact that Private schools are

emerging as a better alternative to Parishad schools has been demonstrated through our study. It is therefore necessary that we pin point those factors which make these schools popular and take the appropriate corrective measures in Parishad schools so as to bring them at par with the Private schools or even better.

First of all it is a stark reality that even after 50 years of Independence the craze for English has gone up rather than decline. Initially this craze was confined to the urban areas. However with passing time and urban areas spreading to touch the rural fringes in many areas the rural population too has taken a fancy to English. It is a matter of pride and a status symbol for them to say that their child is going to a school where English is being taught from Class I itself. The Parishad schools must therefore keep in tune with the present day requirements and introduce English from the very first class.

Equally important in the view of the parents is to be seen that their children are smart and well dressed as well as better mannered. These at present are the attributes found in the children of Private schools where dress is compulsory and discipline is maintained among children by maintaining strictness about school timings, regular attendance and strictness while the child is in school.

In the Parishad schools also there is the provision of school dress but schools are not strict in this connection.

Therefore, even Parishad schools must become particular about these aspects.

(iii) Another criticism leveled against the Parishad schools by the parents has been that the teachers are neither regular nor taking their classes regularly even if they are present in school. There is the provision of exercising control over teachers with the help of the team of inspectors which the office of BSA has at its command. Appropriate action needs to be taken against the erring teachers. For this the inspectors must make regular inspection of the schools under their charge.

(c) Areas where Teachers must Extend Co-operation and Problems of Teachers

(i) An important responsibility of teachers is to positively influence the enrolment rates and discourage drop-outs among children at the primary level. This is normally done by making door-to-door visits of the households so as to influence parents to send all the children to school who have attained the school going age group. However we were surprised and pained at the open admission of some schools that they are making no efforts in this direction because teachers are not willing to shoulder these responsibilities. Teachers who are living in the nearby urban areas make a bee line for the bus stop as soon as teaching is over and come the next day only according to school timings. In this respect the female teachers are more at fault. Their role is

crutial since they can play a positive role in influencing the mothers. Once the mother can be convinced it is much easier to solve problems related to enrolment as well as drop-outs. There is therefore the need to make teachers more accountable and to inculcate in them a greater awareness about their responsibilities. This aspect can be impressed upon them while they attend the training programmes and by the Village Education Committee.

(ii) Another aspect which is presently being neglected is the holding of parent teacher meetings on a regular basis. Through these meetings the teachers can exert influence on parents about the significance of education. The parents can also be made aware of the progress of the children in the class. Parent teacher meetings are hardly being held in Parishad schools and steps should be initiated to start or revive this practice.

(iii) There is a lot of substance in the complaint of teachers that they are over burdened with responsibilities which hve nothing to do with teaching. Teachers are asked to supervise the construction activities and report progress of construction activity on a regular basis. Moreover their services are taken when population or livestock Census is being conducted, when different economic surveys are being carried out and duties related to polling etc. All these activities have no relationship with teaching and so teahing

suffers whenever they are asked to be associated with these activities. These responsibilities are seriously affecting the regularity in teaching and it becomes an easy escape for the less interested teachers to shy away from their primary responsibility which is teaching. This, therefore, is an area where the administration must be able to find alternative ways through which these activities can be carried out since there is no denying the fact that Census or Economic Survey has its own relevance and has to be carried out.

Over and above the three broad areas where improvements are desirable there are a couple of aspects more which also call for due thought and appropriate action since both have their own significance. The office of the Basic Shiksha Adhikari plays a pivotal role in ensuring that the teaching as well as teaching standards are maintained by the schools. For this the Basic Shiksha Adhikari of each district has under him a team of ABSA's or SDI's who are expected to keep a close vigil on the Primary schools under their charge. According to the prescribed norms each ABSA or SDI is to have a maximum of 40 schools under them. However, these norms are not adhered to and they actually have far more schools under them. As a result they are unable to function effectively. Of late they have to keep attending various meetings on a regular basis as well and this keeps them busy at the district head quarters itself although they are expected to be travelling in their block and inspecting the schools under

them. If these inspections can be regular many problems associated with teachers, which have already been indicated, would not have arisen at all. The authorities must therefore devise some means through which the additional work load on ABSA's and SDI's can be reduced. If possible their numbers should also be increased sufficiently to conform to the prescribed norm as far as possible.

Another equally significant role can be played in every area by the Village Education Committee (VEC). The VEC comprises of the Pradhan, the head master, some parents etc. They are to meet regularly to discuss the problems of the school related to teaching and its finances. In practice however they meet only very casually and that too to settle the financial aspects only. They have therefore totally neglected the all important aspect of the smooth functioning of schools and ensuring proper education to the children. The Village Pradhan, if he is interested, can exert requisite influence on the head master and teachers on one hand to ensure regular and good quality teaching and on the other hand to influence the enrolment and drop-out rates effectively. However, since the VEC is not functioning properly, a lot of problems which are prevalent in Parishad schools could have been taken care of at the village level itself. The officials of the Basic Shiksha Parishad should take the initiative to hold meetings with the respective Pradhans in order to motivate them into holding regular VEC meetings by highlighting the importance of the VEC. One or

two day camps can be held at the DIET where the Pradhans can be made aware of the role and significance of VEC in ensuring proper quality education.

What we have done so far is to point out the areas where improvements are desirable in the functioning of Parishad schools and the possible ways through which the changes may be incorporated. In addition to this there are areas which need to be given very serious thought. But these are aspects which have less to do with the administrative aspect and have a direct political undertone and are therefore rather ticklish to handle since some of the policies have been initiated to gain political mileage although it is clear that they are not going to have a very positive impact on education as such.

First thing which comes to mind is the utility of providing free rations when it is known that every child avails of the scheme whether or not he has secured 80 per cent attendance. Moreover, children who have not even attained the school going age are being sent to school only with ulterior motive of getting free ration per month. In this case is this incentive really making a positive contribution towards promotion of primary education is a question that demands serious thinking.

Moreover, the emergence as well as popularity of private schools has clearly sent the message that parents have become aware of the significance of good quality education and are

willing to pay for the proper education of the children. In such a situation the fact that parents are sending children to Private schools despite no fees in the Parishad schools is ample evidence of the fact that enrolment today may not be directly correlated to the fees at least to some extent.

Another important issue towards which government has been deliberately over a considerable time is that of introducing a common school programme. This aspect has been emphasised in all the three National Policies on Education formulated in the years 1968, 1977 and 1986. However, no serious efforts have been made to implement the scheme which is essential if inter and intra-state discrepancies in the school syllabus and the resulting quality of education are to be removed. It is on account of the freedom enjoyed by different private institutions to introduce their own school curriculum that they are enjoying a clear-cut advantage over the Parishad schools.

Finally, it may be possible to make a dent in the drop-out rates of the Government Act to prohibit child labour can be strictly implemented. However we can only indicate towards these aspects without going any further on these issues as these are mainly political issues which are beyond our perview.

Finally we would like to say that despite the fact that we have identified shortcomings in the functioning of the schools run by the Basic Shiksha Parishad, there are some

advantages which are exclusive to these schools. It is, therefore, time to be aware of them and exploit them fully. Once this is done and some of the changes that have been suggested are also made, there is absolutely no reason why the standard of education provided by Parishad schools can not attain the desired levels. The distinct advantages which Parishad schools enjoy are :

(i) The State government has created a tremendous infrastructure of primary education and this includes a very large net work of primry schools covering the entire State and even in the remote areas.

(ii) The teaching staff of these schools is trained and even while in service they are provided training regularly to remain abreast with the latest teaching methods.

(iii) To exercise control over teachers every district has a Basic Shiksha Adhikari with a chain of inspectors under him such that every block of each village is also covered.

(iv) To provide on job training to the head masters and teachers the DIET has been established in each district and BRC in each block. Training is regularly being provided and considerable amount of money is being spent every year on the DIET's and BRC's.

(v) The Parishad schools are offering incentives to children such as no or negligible fees, provision of scholarships and of free rations to the children every month.

(vi) The teaching staff are enjoying proper pay scales and allowances as well as post retirement benefits. As against this the teachers of Private schools are low paid and have no benefits.

(vii) And presently the resources made available through the Work Bank are being provided to 12 districts to achieve the ultimate goal of Universalisation of Elementary Education.

All these factors are special and exclusive to the Parishad schools and what is therefore required is to exploit these advantages fully to enhance the popularity of these schools by taking advantage of these factors of improving the level of education in Parishad schools. What really needs to be done is to revamp the administrative machinery and ensure efficient management of the Parishad schools. The secret of the success of the private schools is efficient management of the limited resources at their disposal. So why can't Parishad schools achieve the same when they have far more resources at their command.

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Different Five Year Plans of India.

Different Five Year Plans of Uttar Pradesh.

District Statistical Handbooks of Gorakhpur and Saharanpur for different years.

Appendix 1: Blockwise Information Related Of Primary Education in
Gorakhpur (1992-93)

NAME OF BLOCK	No. of Primary School	No. of Teachers			Teacher Student Ratio	Enrolement		
		Total	Male	Female		Total	Boys	Girls
1 Jangal kodia	61	265	232	33	60	16012	10671	5341
2 Chirgawan	41	263	109	154	51	13312	8872	4440
3 Bhathat	43	168	102	66	74	12386	9062	3324
4 Pipraich	53	174	146	28	74	12909	8879	4030
5 Sardar Nagar	46	116	91	25	112	13052	9441	3611
6 Khorabar	53	214	136	78	57	12310	8942	3368
7 Brahmpur	68	166	140	26	71	11733	8856	2877
8 Sahjanva	64	248	219	29	67	16634	11273	5361
9 Pali	62	224	200	24	72	16239	12087	4152
10 Piprauli	54	265	191	74	55	14671	9461	5210
11 Dhani	38	122	111	11	54	6582	4314	2268
12 Campierganj	49	176	153	23	82	14364	9947	4417
13 Barhalganj	73	239	155	84	78	18625	12260	6365
14 Gaugaha	70	227	181	46	85	19403	12168	7235
15 Khajani	68	253	223	30	74	18665	12124	6541
16 Bansgaon	73	309	223	86	57	17549	11134	6415
17 Kauri Ram	72	221	178	43	80	17627	11096	6531
18 Uruwa	62	227	184	43	73	16699	10799	5900
19 Belghat	68	168	152	16	77	12946	8570	4376
20 Gola	63	209	159	50	79	16494	10598	5896
Total Rural	1179	4254	3275	979	70	298212	200554	97658
Total urban	149	500	408	92	89	44318	28802	15516
Total Distt.	1328	4754	3683	1071	72	342530	229356	113174

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Appendix 1 (contd.)

NAME OF BLOCK	SC/ST			School and distance (in Km)					
	Total	Boys	Girls	Within Village	Less than 1	1-3	3-5	5+	Total
1 Jangal kodia	3249	1691	1558	61	29	59	0	0	149
2 Chirgawan	2862	1853	1009	41	5	9	0	0	55
3 Bhathat	3184	1865	1319	43	16	37	0	0	96
4 Pipraich	3111	1825	1286	52	34	0	0	0	86
5 Sardar Nagar	3329	2012	1317	46	21	10	0	0	77
6 Khorabar	2920	1901	1019	53	25	0	0	0	78
7 Brahmpur	3098	1966	1132	60	36	16	0	0	112
8 Sahjanwa	5401	2874	1527	64	28	59	0	0	151
9 Pali	3396	2261	1135	62	35	41	0	0	138
10 Piprauli	4948	3226	1722	54	23	36	0	0	113
11 Dhani	1483	756	727	38	24	5	0	0	67
12 Campierganj	4930	2877	2053	49	12	4	0	0	65
13 Barhalganj	4914	3187	1727	73	55	46	0	0	174
14 Gaugaha	5315	3154	2161	70	103	22	0	0	195
15 Khajani	5349	3217	2132	68	85	70	0	0	223
16 Bansgaon	4189	2575	1614	73	98	15	0	0	186
17 Kauri Ram	3545	2228	1317	72	59	35	0	0	166
18 Uruwa	3717	2296	1421	62	69	196	0	0	327
19 Belghat	2648	1772	876	66	46	107	0	0	219
20 Gola	4223	2009	2214	63	76	62	0	0	201
Total Rural	74811	45545	29266	1170	879	829	0	0	2878
Total urban	4233	2642	1591						
Total Distt.	79044	48187	30857						

Source: Office of Economics and Statistics Officer, Gorakhpur

Appendix 2: Blockwise Information Related Of Primary Education in
Gorakhpur (1993-94)

NAME OF BLOCK	No. of Primary School	No. of Teachers			Teacher Student Ratio	Enrolment		
		Total	Male	Female		Total	Boys	Girls
1 Jangal kodia	82	252	216	36	64	16150	10735	5415
2 Chirgawan	48	267	109	158	50	13389	8880	4509
3 Bhathat	46	176	106	70	71	12466	9115	3351
4 Pipraich	62	173	126	47	75	12997	8895	4102
5 Sardar Nagar	47	115	93	22	114	13069	9434	3635
6 Khorabar	50	226	145	81	56	12673	8960	3713
7 Brahmpur	63	161	137	24	73	11791	8901	2890
8 Sahjanwa	65	230	200	30	73	16845	11435	5410
9 Pali	53	191	172	19	85	16164	12004	4160
10 Piprauli	58	262	191	71	56	14691	9501	5190
11 Campierganj	96	265	234	31	79	21084	14300	6784
12 Barhalganj	80	249	179	70	75	18643	12273	6370
13 Gaugaha	76	211	167	44	92	19406	12216	7190
14 Khajani	73	251	232	19	75	18777	12164	6613
15 Bansgaon	73	293	223	70	60	17717	11215	6502
16 Kauri Ram	70	224	183	41	80	17950	11325	6625
17 Uruwa	71	215	171	44	79	16916	10915	6001
18 Belghat	69	168	134	34	77	13021	8610	4411
19 Gola	73	255	204	51	65	16579	10653	5926
Total Rural	1260	4184	3222	962	72	300328	201531	98797
Total urban	153	498	408	90	91	45477	28964	16513
Total Distt.	1413	4682	3630	1052	74	345805	230495	115310

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Appendix 2 (contd.)

NAME OF BLOCK	SC/ST			School and distance (in Km)					
	Total	Boys	Girls	Within Village	Less than 1	1-3	3-5	5+	Total
1 Jangal kodia	3281	1710	1571	83	15	45	4	1	148
2 Chirgawan	2885	1870	1015	38	1	10	4	0	53
3 Bhathat	3170	1830	1340	44	7	38	7	0	96
4 Pipraich	3136	1835	1301	55	8	19	3	1	86
5 Sardar Nagar	3249	2024	1225	43	2	24	5	3	77
6 Khorabar	3026	1916	1110	41	2	31	2	1	77
7 Brahmpur	3184	1970	1214	51	5	39	13	4	112
8 Sahjanwa	4424	2884	1540	73	24	50	4	9	160
9 Pali	3407	2197	1210	69	11	38	11	0	129
10 Piprauli	4958	3271	1687	53	35	23	2	2	115
11 Campierganj	6446	3569	2877	73	10	38	7	9	137
12 Barhalganj	5051	3297	1754	60	32	61	12	1	166
13 Gaugaha	5243	3161	2082	87	33	69	3	2	194
14 Khajani	5405	3195	2210	83	43	93	2	1	222
15 Bansgaon	4292	2580	1712	70	43	65	7	0	185
16 Kauri Ram	3690	2270	1420	65	33	64	4	5	171
17 Uruwa	3829	2289	1540	106	25	166	24	0	321
18 Belghat	2665	1752	913	88	44	73	14	1	220
19 Gola	4222	1997	2225	58	30	97	11	0	196
Total Rural	75563	45617	29946	1240	403	1043	139	40	2865
Total urban	4298	2681	1617						
Total Distt.	79861	48298	31563						

Source : Office of Economics and Statistics Officer, Gorakhpur

Appendix 3: Blockwise Information Related Of Primary Education in
Gorakhpur (1993-94)

NAME OF BLOCK	No. of Primary School	No. of Teachers			Teacher Student Ratio	Enrolement		
		Total	Male	Female		Total	Boys	Girls
1 Jangal kodia	82	252	216	36	64	16251	10816	5435
2 Chirgawan	48	266	108	158	51	13521	9006	4515
3 Bhathat	47	176	106	70	71	12537	9165	3372
4 Pipraich	67	172	125	47	77	13257	9115	4142
5 Sardar Nagar	51	115	94	21	114	13120	9464	3656
6 Khorabar	50	226	146	80	56	12720	8990	3730
7 Brahmpur	65	166	144	22	71	11836	8921	2915
8 Sahjanwa	65	229	199	30	75	17101	11675	5426
9 Pali	69	191	179	19	85	16240	12065	4175
10 Piprauli	58	260	190	70	57	14730	9515	5215
11 Campierganj	98	263	233	30	80	21170	14365	6805
12 Barhalganj	80	248	168	70	75	18674	12279	6395
13 Gaugaha	68	211	167	44	92	19458	12248	7210
14 Khajani	84	251	232	19	75	18813	12184	6629
15 Bansgaon	74	292	223	69	61	17778	11246	6532
16 Kauri Ram	76	220	180	40	82	17993	11345	6648
17 Uruwa	104	214	171	43	80	17138	11113	6025
18 Belghat	84	168	134	34	78	13090	8645	4445
19 Gola	87	254	204	50	85	16642	10704	5938
Total Rural	1357	4174	3222	952	92	302069	202861	99208
Total urban	152	499	407	92	90	45098	28997	16101
Total Distt.	1509	4673	3629	1044	74	347167	231858	115309

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Appendix 3 (contd.)

NAME OF BLOCK	SC/ST			School and distance (in Km)					
	Total	Boys	Girls	Within Village	Less than 1	1-3	3-5	5+	Total
1 Jangal kodia	3314	1725	1589	83	15	45	4	1	148
2 Chirgawan	2925	1903	1022	41	2	8	4	0	55
3 Bhathat	3268	1920	1348	47	8	35	6	0	96
4 Pipraich	3233	1899	1334	58	5	20	3	0	86
5 Sardar Nagar	3270	2035	1235	51	5	16	4	1	77
6 Khorabar	3055	1925	1130	49	2	25	1	0	77
7 Brahmpur	3204	1980	1224	65	11	33	3	0	112
8 Sahjanwa	4453	2902	1551	65	41	43	2	0	151
9 Pali	3496	2281	1215	69	11	38	11	9	138
10 Piprauli	4982	3284	1698	53	35	23	2	0	113
11 Campierganj	6478	3585	2893	98	5	27	1	0	131
12 Barhalganj	5055	3301	1754	80	26	54	8	6	174
13 Gaugaha	5274	3182	2092	68	31	90	3	1	193
14 Khajani	5423	3202	2221	83	43	93	2	2	223
15 Bansgaon	4336	2604	1732	70	43	65	7	1	186
16 Kauri Ram	3717	2278	1439	76	27	60	3	0	166
17 Uruwa	3866	2306	1560	104	27	166	24	5	326
18 Belghat	2708	1783	925	84	42	81	12	0	219
19 Gola	4243	2005	2238	79	30	85	7	0	201
Total Rural	76300	46100	30200	1323	409	1007	107	26	2872
Total urban	4372	2725	1647						
Total Distt.	80672	48825	31847						

Source : Office of Economics and Statistics Officer, Gorakhpur

Appendix 4: Blockwise Information Related to Primary Education in Saharanpur (1992-93)

NAME OF BLOCK	No. of Primary School	No. of Teachers			Teacher Student Ratio	Enrolment		
		Total	Male	Female		Total	Boys	Girls
1 Deoband	83	181	88	93	82	14892	9449	5443
2 Rampur Maniharan	75	199	149	50	85	16950	10457	6493
3 Nagal	95	225	160	65	71	16006	10683	5323
4 Nanauta	72	205	174	31	86	17728	11488	6240
5 Nakur	87	242	188	54	74	17924	11583	6341
6 Gangoh	88	240	198	42	70	16874	11017	5857
7 Sarsawa	84	244	192	52	70	17009	10229	6780
8 Ballia Kheri	91	280	207	73	59	16555	10706	5849
9 Pauarka	86	292	227	65	56	16458	10608	5850
10 Muzaffarabad	130	450	368	82	46	20617	12632	7985
11 Sadauli Qadeem	61	186	154	32	75	13923	9442	4481
Total Rural	952	2744	2105	639	67	184936	118294	66642
Total Urban	331	1369	1041	328	32	43320	23540	19780
Total Distt.	1283	4113	3146	967	55	228256	141834	86422

Contd...

Appendix 4 (Contd.)

NAME OF BLOCK	SC/ST			School and distance (in Km)					
	Total	Boys	Girls	Within Village	Less than 1	1-3	3-5	5+	Total
1 Deoband	3679	2177	1502	60	12	13	1	0	86
2 Rampur Maniharan	3839	2455	1384	58	7	15	2	0	82
3 Nagal	3827	2447	1380	83	7	27	0	0	97
4 Nanauta	3694	2240	1454	51	12	9	1	0	73
5 Nakur	4349	2824	1525	70	30	30	0	0	130
6 Gangoh	3972	2572	1400	72	16	43	13	1	145
7 Sarsawa	3943	2570	1373	67	23	43	16	4	153
8 Ballia Kheri	4098	2646	1452	68	25	24	0	0	117
9 Pauarka	3923	2507	1416	72	34	23	0	0	129
10 Muzaffarabad	3946	2246	1700	90	27	22	0	0	139
11 Sadauli Qadeem	3405	2244	1161	46	36	38	5	0	125
Total Rural	42675	26928	15747	717	229	287	38	5	1276
Total Urban	9600	4075	13675						
Total Distt.	52275	31003	29422						

Source : Office of Economics and Statistics Officer, Saharanpur

Appendix 5 : Blockwise Information Related to Primary Education in Saharanpur (1993-94)

NAME OF BLOCK	No. of Primary School	No. of Teachers			Teacher Student Ratio	Enrolment		
		Total	Male	Female		Total	Boys	Girls
1 Deoband	83	181	89	92	84	15173	9876	5297
2 Rampur Maniharan	76	199	149	50	88	17525	11498	6027
3 Nagal	95	240	175	65	60	14304	8712	5592
4 Nanauta	74	227	196	31	65	14830	8822	6008
5 Nakur	94	243	189	54	79	19268	12785	6483
6 Gangoh	86	240	198	42	92	22088	15495	6593
7 Sarsawa	88	244	179	65	80	19522	13259	6263
8 Ballia Kheri	94	280	198	82	69	19363	13183	6180
9 Pauarka	93	292	227	65	52	15091	9930	5161
10 Muzaffarabad	134	450	368	82	49	22252	15950	6302
11 Sadauli Qadeem	65	186	154	32	54	10087	7005	3082
Total Rural	982	2782	2122	660	68	189503	126515	62988
Total Urban	338	1287	662	625	45	58612	38797	19815
Total Distt.	1320	4069	2784	1285	61	248115	165312	82803

Contd...

Appendix 5 (Contd.)

NAME OF BLOCK	SC/ST			School and distance (in Km)					
	Total	Boys	Girls	Within Village	Less than 1	1-3	3-5	5+	Total
1 Deoband	3670	2178	1492	60	12	13	1	0	86
2 Rampur Maniharan	3849	2455	1394	58	7	15	2	0	82
3 Nagal	3839	2547	1382	63	7	27	0	0	97
4 Nanauta	3707	2255	1452	51	12	9	1	0	73
5 Nakur	4351	2824	1527	70	30	30	0	0	130
6 Gangoh	4062	2574	1488	72	16	43	13	1	145
7 Sarsawa	3948	2578	1370	67	23	43	16	4	153
8 Ballia Kheri	4130	2647	1483	68	25	24	0	0	117
9 Pauarka	3928	2510	1418	72	34	23	0	0	129
10 Muzaffarabad	3956	2245	1711	90	27	22	0	0	139
11 Sadauli Qadeem	3402	2240	1162	46	36	38	5	0	125
Total Rural	42842	26963	15879	717	229	287	38	5	1276
Total Urban	12932	8861	4071						
Total Distt.	55774	35824	19950						

Source : Office of Economics and Statistics Officer, Saharanpur

Appendix 6 : Blockwise Information Related to Primary Education in
Saharanpur (1994-95)

NAME OF BLOCK	No. of Primary School	No. of Teachers			Teacher Student Ratio	Enrolment		
		Total	Male	Female		Total	Boys	Girls
1 Deoband	92	188	98	90	85	15930	10370	5560
2 Rampur Maniharan	84	205	156	49	90	18395	12070	6325
3 Nagal	102	247	179	68	60	14817	9145	5672
4 Nanauta	82	234	202	32	66	15365	9260	6105
5 Nakur	105	248	190	58	82	20227	13420	6807
6 Gangoh	94	246	206	40	94	23185	16265	6920
7 Sarsawa	90	249	187	62	82	20430	13920	6510
8 Ballia Kheri	98	286	201	85	71	20320	13840	6480
9 Pauarka	97	295	228	67	57	16746	10425	6321
10 Muzaffarabad	138	458	374	84	51	23357	16740	6617
11 Sadauli Qadeem	68	192	162	30	55	10592	7355	3237
Total Rural	1050	2848	2183	665	70	199364	132810	66554
Total Urban	348	1315	677	638	45	59190	39180	20010
Total Distt.	1398	4163	2860	1303	62	258554	171990	86564

Contd...

Appendix 6 (Contd.)

NAME OF BLOCK	SC/ST			School and distance (in Km)					
	Total	Boys	Girls	Within Village	Less than 1	1-3	3-5	5+	Total
1 Deoband	3850	2285	1565	64	12	10	0	0	86
2 Rampur									
Maniharan	4035	2575	1460	60	7	13	2	0	82
3 Nagal	4040	2580	1460	65	7	5	0	0	77
4 Nanauta	3890	2365	1525	54	11	8	0	0	73
5 Nakur	4565	2965	1600	75	30	25	0	0	130
6 Gangoh	4260	2700	1560	75	16	43	11	0	145
7 Sarsawa	4035	2700	1335	68	23	43	15	4	153
8 Ballia Kheri	4335	2780	1555	70	25	22	0	0	117
9 Pauarka	4123	2635	1488	75	34	20	0	0	129
10 Muzaffarabad	4153	2357	1796	92	27	20	0	0	139
11 Sadauli									
Qadeem	3572	2352	1220	47	36	35	5	0	123
Total Rural	44858	28294	16564	745	228	244	33	4	1254
Total Urban	13060	8950	4110						
Total Distt.	57918	37244	20674						

Source : Office of Economics and Statistics Officer, Saharanpur